

# 2018 Annual Implementation Plan

## for improving student outcomes

Taylors Lakes Primary School (5258)



Submitted for review by Chris Sevier (School Principal) on 17 October, 2017 at 01:00 PM

Endorsed by Jason Smallwood (Senior Education Improvement Leader) on 06 December, 2017 at 08:22 AM

Endorsed by Shane Huntington (School Council President) on 03 February, 2018 at 06:17 PM

# Self-evaluation Summary - 2018

Taylors Lakes Primary School (5258)

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

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

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

<b>Enter your reflective comments</b>	<p><b>Excellence in Teaching and Learning</b> Recent focus on FISO and the Victorian Curriculum has led to strength in our planning documents and understanding of the curriculum by staff. We have built a good professional learning program with a focus on differentiation and ILPs to support and extend students. Collegiality and shared knowledge has improved. Our plan moving forward is to increase focus on understanding and implementation of the HITS. We have a strong program of teacher coaching and modelling in maths and will look to implementing a similar program for reading.</p> <p><b>Professional Leadership</b> We are focussed on teacher professional learning to improve student engagement outcomes. We have strong collegiality and sharing between professional learning teams which can strengthen engagement and outcomes. Teachers are given opportunities to develop their career through external professional learning. The principal and leadership team ensures that the goals of the SSP and AIP priorities are achieved through embedding relevant actions and goals.</p> <p><b>Positive Climate for Learning</b></p>
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	<p>Student individual goals are being used, however our future focus would be on involving students in the development of their personal goals.  Staff professional learning has included a focus on special needs in areas such as behaviour, Dyslexia and ASD.  Lessons are developed with differentiation for support and extension in mind.  Students are aware of behaviour expectations and this is consistently implemented by staff.</p> <p>Community Engagement in Learning  We have well established communication methods with parents/carers and they are given opportunities to participate in the operations of the school. External professionals are accessed to support the health and wellbeing of the students.  Discovery Learning units involve a focus on global perspectives, sustainability and diversity.</p>
<b>Considerations for 2019</b>	<p>Considerations for next steps:</p> <ul style="list-style-type: none"> <li>- to increase the percentage of students in the top bands of achievement in Literacy and Numeracy</li> <li>- to increase the percentage of students achieving medium and high growth in Literacy and Numeracy</li> <li>- to increase student involvement in learning goals, learning activities and behaviour expectations</li> <li>- to increase parent connectedness with the at school</li> <li>- induction program for new members of the school community</li> <li>- to increase student attendance</li> <li>- to increase opportunities for teachers to reflect, set goals and give and receive feedback</li> </ul>
<b>Documents that support this plan</b>	

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Taylors Lakes Primary School (5258)

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.	
To improve the achievement and learning growth of every student in English and Mathematics.	NAPLAN - On average, all students F-6 will have achieved 12 months of growth in Reading, Writing and Numeracy each year 25% or greater of students to achieve a high relative growth in Reading and Writing (2017 Reading and Writing 21%) 35% or greater of students to achieve a high relative growth in Numeracy (2017 Numeracy 31%) 25% or less of students to achieve a low relative growth in Reading (2017 Reading 27%) 15% or less of students to achieve a low relative growth in Writing (2017 Writing 19%) 18% or less of students to achieve a low relative growth in Numeracy (2017 Numeracy 22%)	Yes	<p><b>NAPLAN RELATIVE GROWTH</b>            Increase the average percentage of students achieving high growth by 2%.            Numeracy from 31% (2017) to 33% (2018)            Reading from 21% (2017) to 23% (2018)            Writing from 21% (2017) to 23% (2018)</p> <p>Decrease the average percentage of students achieving low growth by 2%.            Numeracy from 22% (2017) to 20% (2018)            Reading from 27% (2017) to 25% (2018)            Writing from 19% (2017) to 17% (2018)</p>	Building practice excellence
	Attitudes to School Survey - Positive Response - Differentiated Learning Challenge to achieve at 90% or above - High Expectations for Success to achieve at 90% or above - Learning Confidence to achieve at 90% or above	Yes	Attitudes to School Survey - Positive Response - Differentiated Learning Challenge to achieve at 90% or above - High Expectations for Success to achieve at 90% or above - Learning Confidence to achieve at 90% or above	Building practice excellence

	Teacher Judgements -To increase the percentage of students achieving at or above state level in English and Mathematics against the Victorian Curriculum.	Yes	Teacher Judgements -To increase the percentage of students achieving at or above state level in English and Mathematics against the Victorian Curriculum.	Building practice excellence
	Improve English and Mathematics through all other key learning areas with a focus on STEM and Digital Technologies.	Yes	The Digital Technologies Scope and Sequence will continue to develop student knowledge of digital technologies and expand the utilisation of digital technologies in all curriculum areas with a focus on STEM.	Building practice excellence
To empower students to be engaged, motivated and collaborative in their learning.	Whole school absence data to be at or below state each year of the strategic plan. To reduce unapproved absences from 3.63 (2016) to zero.	Yes	To achieve whole school absence data to be at or below state. To reduce unapproved absences from 3.63 (2016) to 2.7.	Setting expectations and promoting inclusion
	Attitude to School Survey - positive response -School Connectedness to achieve 90% or above -Motivation and Interest to achieve 90% or above - Attitudes to Attendance to achieve 90% or above -Student Voice and Agency Year 4 to achieve to achieve 90% or above -Student Voice and Agency Year 5 to achieve to achieve 90% or above - Student Voice and Agency Year 6 to achieve to achieve 90% or above -Self Regulation and Goal Setting to achieve 90% or above.	Yes	In the Attitude to School Survey, to achieve a 90% positive response to: School Connectedness Motivation and Interest Attitudes to Attendance Student Voice and Agency Year 4 Student Voice and Agency Year 5 Student Voice and Agency Year 6	Setting expectations and promoting inclusion

			Self Regulation and Goal Setting	
	Parent Opinion Survey -School Connectedness at or above 90%.	Yes	To achieve a 90% or above response to School Connectedness in the Parent Opinion Survey.	Setting expectations and promoting inclusion
	Effective implementation of the agreed instructional model in 100% of curriculum programs.	Yes	To develop an agreed instructional model for curriculum areas.	Curriculum planning and assessment

<b>Improvement Initiatives Rationale</b>
<p>Following our 2017 School Review the FISO priority area identified is Excellence in Teaching and Learning. The FISO initiatives are Building practice excellence, Evaluating impact on learning and Curriculum planning and assessment. The rationale is to improve student outcomes, teachers need to have confidence in their knowledge of curriculum and high impact strategies to teach students at their point of need. Building the capacity of staff to implement strategies in the new strategic plan will also assist in achieving the goals and targets in the new strategic plan.</p> <p>The FISO priority area Positive Climate for Learning includes the initiatives of Intellectual engagement and self awareness and empowering students and building school pride. The rationale is that when students are empowered to be active participants in their learning, greater engagement and learning outcomes are achieved. Teachers need to use student needs and interests as a guide to planning units of work that would ensure active student involvement and challenge students to demonstrate their learning in a variety of ways.</p>

<b>Goal 1</b>	To improve the achievement and learning growth of every student in English and Mathematics.
<b>12 month target 1.1</b>	<p><b>NAPLAN RELATIVE GROWTH</b></p> <p>Increase the average percentage of students achieving high growth by 2%.</p> <p>Numeracy from 31% (2017) to 33% (2018)</p> <p>Reading from 21% (2017) to 23% (2018)</p> <p>Writing from 21% (2017) to 23% (2018)</p> <p>Decrease the average percentage of students achieving low growth by 2%.</p> <p>Numeracy from 22% (2017) to 20% (2018)</p>

	Reading from 27% (2017) to 25% (2018) Writing from 19% (2017) to 17% (2018)
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Build teachers' capacity to differentiate teaching and learning to ensure challenge and growth for every student through an instructional coaching model.
<b>12 month target 1.2</b>	Attitudes to School Survey - Positive Response - Differentiated Learning Challenge to achieve at 90% or above - High Expectations for Success to achieve at 90% or above - Learning Confidence to achieve at 90% or above
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Improve students' ability to articulate their learning and develop metacognition.
<b>12 month target 1.3</b>	Teacher Judgements -To increase the percentage of students achieving at or above state level in English and Mathematics against the Victorian Curriculum.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Build teachers' capacity to differentiate teaching and learning to ensure challenge and growth for every student through an instructional coaching model.
<b>12 month target 1.4</b>	The Digital Technologies Scope and Sequence will continue to develop student knowledge of digital technologies and expand the utilisation of digital technologies in all curriculum areas with a focus on STEM.
<b>FISO Initiative</b>	Building practice excellence



<b>Key Improvement Strategies</b>	
KIS 1	Further develop and refine the Digital Technologies Scope and Sequence. Strengthen the areas of STEM through Design Technology.

<b>Goal 2</b>	To empower students to be engaged, motivated and collaborative in their learning.
<b>12 month target 2.1</b>	To achieve whole school absence data to be at or below state. To reduce unapproved absences from 3.63 (2016) to 2.7.
<b>FISO Initiative</b>	Setting expectations and promoting inclusion
<b>Key Improvement Strategies</b>	
KIS 1	To improve parent and student understanding of the importance and value of attendance at school.
<b>12 month target 2.2</b>	In the Attitude to School Survey, to achieve a 90% positive response to: School Connectedness Motivation and Interest Attitudes to Attendance Student Voice and Agency Year 4 Student Voice and Agency Year 5 Student Voice and Agency Year 6 Self Regulation and Goal Setting
<b>FISO Initiative</b>	Setting expectations and promoting inclusion
<b>Key Improvement Strategies</b>	
KIS 1	Develop and implement a formalised feedback framework for the whole school community.
<b>12 month target 2.3</b>	To achieve a 90% or above response to School Connectedness in the Parent Opinion Survey.
<b>FISO Initiative</b>	Setting expectations and promoting inclusion

<b>Key Improvement Strategies</b>	
KIS 1	Develop and implement a parent engagement strategy to support student learning.
<b>12 month target 2.4</b>	To develop an agreed instructional model for curriculum areas.
<b>FISO Initiative</b>	Curriculum planning and assessment
<b>Key Improvement Strategies</b>	
KIS 1	Revisit and refine the instructional model to embed learning intentions, success criteria, personalised goals and reciprocal feedback.

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

Taylors Lakes Primary School (5258)

<b>Goal 1</b>	To improve the achievement and learning growth of every student in English and Mathematics.
<b>12 month target 1.1</b>	<p>NAPLAN RELATIVE GROWTH</p> <p>Increase the average percentage of students achieving high growth by 2%.            Numeracy from 31% (2017) to 33% (2018)            Reading from 21% (2017) to 23% (2018)            Writing from 21% (2017) to 23% (2018)</p> <p>Decrease the average percentage of students achieving low growth by 2%.            Numeracy from 22% (2017) to 20% (2018)            Reading from 27% (2017) to 25% (2018)            Writing from 19% (2017) to 17% (2018)</p>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	Build teachers' capacity to differentiate teaching and learning to ensure challenge and growth for every student through an instructional coaching model.

Actions	Develop teacher knowledge and capacity to plan for and implement differentiated teacher practices. Develop teacher knowledge and capacity to work as effective teams utilising the PLT process. Develop teaching knowledge and capacity through coaching and classroom and modelling best practice in literacy and numeracy.			
Evidence of impact	NAPLAN data. Panorama Report. Early Years English and Maths Online Interviews. School Performance Report. Other School Assessment.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Plan and deliver teacher Professional Learning Introduce and implementation of HITS. Analysing whole school and cohort data. Focus groups (extension and intervention). Conferencing and anecdotal records. PLT's to focus on differentiation (Child in Focus). Mental Computation Scope & Sequence.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$420,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	To improve the achievement and learning growth of every student in English and Mathematics.
<b>12 month target 1.2</b>	Attitudes to School Survey - Positive Response - Differentiated Learning Challenge to achieve at 90% or above - High Expectations for Success to achieve at 90% or above - Learning Confidence to achieve at 90% or above
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	Improve students' ability to articulate their learning and develop metacognition.
Actions	Develop student's ability to co-construct learning goals and use feedback to further their learning.
Evidence of impact	Students will: Co-construct and articulate learning goals with their teachers. Explain strategies for achieving their goals. Self-assess and articulate their learning and future actions.

	<p>Teachers will: Deliver programs that are differentiated and incorporating school instructional practices.</p> <p>School Leaders will: Provide protocols, a structure and expectations with a focus goal setting and feedback. Meet regularly with staff to provide feedback and adopting a coaching model to support improvement in practice.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Independent Learning Goals co-constructed with students. Feedback and feed-forward. Develop student rubrics and self assessment. Develop whole school Literacy and Numeracy vocabulary expectations.</p>	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	<p>\$420,000.00 <input checked="" type="checkbox"/> Equity funding will be used</p>

<b>Goal 1</b>	To improve the achievement and learning growth of every student in English and Mathematics.
<b>12 month target 1.3</b>	<p>Teacher Judgements -To increase the percentage of students achieving at or above state level in English and Mathematics against the Victorian Curriculum.</p>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	Build teachers' capacity to differentiate teaching and learning to ensure challenge and growth for every student through an instructional coaching model.
Actions	Develop teacher knowledge and capacity to work as effective teams to improve student learning outcomes through collaborative planning and assessment practices, including moderation.
Evidence of impact	<p>Teachers will: Implement the school Assessment Schedule Student assessment data drives planning and differentiation to ensure all children achieve growth</p>

	Development and execution for Individual Learning Plans for 'at risk' students			
	School Leaders will: Provide protocols, a structure and expectations with a focus on differentiation. Collect evidence of differentiated teaching and learning programs.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Data analysis Whole school Assessment Schedule Fundamental document (Instructional Practices) Moderation to inform teacher judgements	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$420,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	To improve the achievement and learning growth of every student in English and Mathematics.
<b>12 month target 1.4</b>	The Digital Technologies Scope and Sequence will continue to develop student knowledge of digital technologies and expand the utilisation of digital technologies in all curriculum areas with a focus on STEM.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	Further develop and refine the Digital Technologies Scope and Sequence. Strengthen the areas of STEM through Design Technology.
Actions	Continue to provide resources that enhance and facilitate STEM and Digital Technology programs.  Integrate student's core skills through Design Technology.
Evidence of impact	Students will: Develop Core Skills such as collaboration, team work, problem solving and interpersonal skills, will be encouraged through these programs.  Teachers will: Include Design Technology and Digital Technologies in their classroom programs.

	Leaders will: Continue to develop and implement Digital Technologies Scope and Sequence. Provide professional development centred around Design Technology.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Student's regularly attend CAT space and Lab/Coding sessions. Robotics using coding algorithms are used throughout the school. Design Technology and Digital Technologies are evident in classroom programs.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$420,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To empower students to be engaged, motivated and collaborative in their learning.
<b>12 month target 2.1</b>	To achieve whole school absence data to be at or below state. To reduce unapproved absences from 3.63 (2016) to 2.7.
<b>FISO Initiative</b>	Setting expectations and promoting inclusion
<b>Key Improvement Strategy 1</b>	To improve parent and student understanding of the importance and value of attendance at school.
Actions	To inform parents about the impact on student learning due to continued absenteeism. To build students' positive motivation and attitude to school including punctuality and full attendance. Welfare Coordinator to specifically target students displaying chronic absenteeism.
Evidence of impact	A change in practice would be for 100% of parents to notify the school of student absence. Overall improvement would be shown with a reduced level of absenteeism and greater parent understanding of the impact of non-attendance. 2018 targets are: Whole school absence data to be at or below state level for 2018. A reduction of unapproved absences in 2018 to 2.7% or below.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Notification to parents of student absence data through twice yearly reports.	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Communication from Welfare Coordinator to parents regarding chronic absenteeism.	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Build a positive attendance program. Classroom teachers to focus on impact of punctuality, high attendance at school and a positive attitude to school through ongoing classroom programs.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To empower students to be engaged, motivated and collaborative in their learning.
<b>12 month target 2.2</b>	In the Attitude to School Survey, to achieve a 90% positive response to: School Connectedness Motivation and Interest Attitudes to Attendance Student Voice and Agency Year 4 Student Voice and Agency Year 5 Student Voice and Agency Year 6 Self Regulation and Goal Setting
<b>FISO Initiative</b>	Setting expectations and promoting inclusion
<b>Key Improvement Strategy 1</b>	Develop and implement a formalised feedback framework for the whole school community.
Actions	To develop teacher capacity to involve students in their personal goal setting. Use student voice to enable student feedback about teaching and learning.

	To proactively involve students in decision making about planning and improvement which will provide students with opportunities to develop a range of skills, including communication and decision making.			
Evidence of impact	Students have a range of opportunities to contribute to their learning. Increased level of involvement from student leaders.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Staff professional learning to focus on students contributing to their learning including student goals and curriculum content. ASD coach to develop teacher capacity and strategies.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop a feedback model to give students a voice in school decisions about planning and improvement.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To empower students to be engaged, motivated and collaborative in their learning.
<b>12 month target 2.3</b>	To achieve a 90% or above response to School Connectedness in the Parent Opinion Survey.
<b>FISO Initiative</b>	Setting expectations and promoting inclusion
<b>Key Improvement Strategy 1</b>	Develop and implement a parent engagement strategy to support student learning.
Actions	To engage parents in student learning through the implementation of Seesaw communication app throughout the school. To connect parents with the classroom and through school activities such as open days, Movie Night, etc. Regular parent forums to engage parents as partners in school.
Evidence of impact	High incidence of parent views of student learning in Seesaw app. Parent attendance at parent teacher interviews and school activities. Parent forums.



Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Staff Professional Learning on Seesaw and implementation in the classrooms. Parent information evening and parent teacher interviews. Regular whole school events connecting parents to student learning. Parent forums.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$7,000.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To empower students to be engaged, motivated and collaborative in their learning.			
<b>12 month target 2.4</b>	To develop an agreed instructional model for curriculum areas.			
<b>FISO Initiative</b>	Curriculum planning and assessment			
<b>Key Improvement Strategy 1</b>	Revisit and refine the instructional model to embed learning intentions, success criteria, personalised goals and reciprocal feedback.			
Actions	Build capacity of staff to embed learning intentions, success criteria, personalised goals and reciprocal feedback. Build a consistent instructional model for use throughout the school.			
Evidence of impact	Students will have an increased understanding of learning intentions, success criteria and personalised goals.  Teachers will show evidence of consistent use of school instructional model.  School Leaders will facilitate and support teachers to develop their skills and knowledge.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Develop a consistent criteria for daily planning focussing on including learning intentions, success criteria, personalised goals and reciprocal feedback.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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## Professional Learning and Development Plan - 2018

Tailors Lakes Primary School (5258)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Plan and deliver teacher Professional Learning Introduce and implementation of HITS. Analysing whole school and cohort data. Focus groups (extension and intervention). Conferencing and anecdotal records. PLT's to focus on differentiation (Child in Focus). Mental Computation Scope & Sequence.	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> 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"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants  Simply Maths	<input checked="" type="checkbox"/> On-site
Independent Learning Goals co-constructed with students. Feedback and feed-forward. Develop student rubrics and self assessment. Develop whole school Literacy and Numeracy vocabulary expectations.	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <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"/> PLC Initiative <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site

Data analysis Whole school Assessment Schedule Fundamental document (Instructional Practices) Moderation to inform teacher judgements	Teacher(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"/> 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"/> PLC Initiative <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Student's regularly attend CAT space and Lab/Coding sessions. Robotics using coding algorithms are used throughout the school. Design Technology and Digital Technologies are evident in classroom programs.	Leading Teacher(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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Staff professional learning to focus on students contributing to their learning including student goals and curriculum content. ASD coach to develop teacher capacity and strategies.	Teacher(s)	from: Term 1 to: Term 4	<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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Staff Professional Learning on Seesaw and implementation in the classrooms. Parent information evening and parent teacher interviews. Regular whole school events connecting parents to student	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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

learning. Parent forums.						
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### Documents that support the plan

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