

2018 Annual Implementation Plan

for improving student outcomes

Sunbury Primary School (1002)



Submitted for review by Amanda Busuttil (School Principal) on 29 December, 2017 at 01:17 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Sunbury Primary School (1002)

	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
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Emerging moving towards 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	Evolving moving towards Embedding

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	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Evolving

Community engagement in learning	Building communities	Evolving moving towards Embedding
	Global citizenship	Emerging moving towards 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>The identified actions from the 2017 Annual Implementation Plan have focused entirely on Building Practice Excellence. Staff have engaged with the various initiatives implemented to varying degrees and therefore the focus for 2018 will be to consolidate these practices rather than introducing anything new. Consistency of practice in individuals' practices, within teams and across the school is necessary to continue to progress and improve student outcomes.</p> <p>The School Performance Report has certainly assisted staff to make sense of the myriad of data presented, however the next steps moving forward is to own that data and recognise that the teachers have the greatest impact on improving student outcomes and perceptions. The work of the leadership team will be to explicitly make the link between school data (standardised and school-based) with the key improvement strategies identified for 2018.</p> <p>Increased student voice will be a priority in 2018. Explicitly planning opportunities for students to become assessment-capable learners - extending the work from 2017 to ensure goal setting and feedback are developed further.</p>
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Considerations for 2019	<p>How do we have the greatest impact on building and sustaining teacher practice? Coaching will continue to be the preferred strategy to develop the skills and confidence of our teachers to effect change in their own practice. The Coaching Model will evolve in 2018 to focus on team-based coaching - linking the coach to all members in the one team, attendance at PLTs and on Learning Walks (possibly structure Learning Walks as intensive observations weekly - a team per term?)</p> <p>What are the next steps for School Wide Positive Behaviours? How do we facilitate this within our structure?</p> <p>Through PLCs develop a greater understanding and appreciation of formative assessment (in all it's forms) - address concerns/misconceptions around the need to continually assess and therefore, this in turn means that the teaching is interrupted. Skill teachers in looking at less traditional and standardised methods of assessment in Reading (aligned with Fountas and Pinnell).</p>
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Sunbury Primary School (1002)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To improve literacy and numeracy outcomes for all students.	<ul style="list-style-type: none"> • Each student to make at least one Victorian Curriculum level progress each school year. • Achieve an increase in the percentage of Year 3 and 5 	Yes	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>Each student to progress at least one Victorian Curriculum level in 12 months for both Reading and Viewing and Number and Algebra.</p>	Building practice excellence

	<p>students performing in the top three NAPLAN Bands for their Year Level (The base for measuring this increase to be an average of the four years 2012-2015).</p> <ul style="list-style-type: none"> • Achieve more than 80% of Year 5 students making medium or high relative gain in NAPLAN Literacy and Numeracy indicators • Measures such as PAT and On Demand triangulate data collection and support at least one year's growth 		<p>From 45% to 50% of students in Year 5 will perform in the top two bands of NAPLAN Reading.</p> <p>From 15% to 10% of Year 5 students will perform in the bottom two bands of NAPLAN Reading.</p> <p>From 70% to 75% of students will achieve a medium to high gain in NAPLAN Reading (growth measured between Yr. 3 and Yr. 5 performance).</p> <p>From 21% to 26% of students in Year 5 will perform in the top two bands of NAPLAN Numeracy.</p> <p>From 6% to 4% of Year 5 students will perform in the bottom two bands of NAPLAN Numeracy.</p> <p>From 73% to 76% of students will achieve a medium to high gain in NAPLAN Mathematics (growth measured between Yr. 3 and Yr. 5 performance).</p>	
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	<ul style="list-style-type: none"> Building leadership capacity opportunities are provide for staff with at least 50% participation 	No	50% of teaching staff fulfill a position of responsibility within the school's distributive leadership model.	
To enhance student engagement and well-being by strengthening the student-centred, stimulating learning environment.	To maintain student Attitudes to School Survey measures with mean scores above four on the five-point scale, and in the middle 50% of all school scores, in particular classroom behaviour and student safety.	Yes	<p>From 79% to 84% of Yr. 5-6 students indicate a positive attitude related to Stimulating Learning.</p> <p>From 81% to 88% of Yr. 5-6 students indicate a positive attitude towards Learning Confidence.</p>	Intellectual engagement and self-awareness
To develop student resilience and behaviour that reflects the school values.	<p>To maintain the Student Attitudes to School mean scores for the following measures in the middle 50% of all school scores:</p> <ul style="list-style-type: none"> classroom behaviour (and above four on the five-point scale) connectedness to peers (and above four on the five-point scale) student safety. 	Yes	<p>From 78% to 85% of Yr. 5-6 students indicate a positive attitude towards School Safety.</p> <p>75% of Yr. 5-6 students indicate a positive response towards non-experience of bullying.</p>	Setting expectations and promoting inclusion
To provide education that is inclusive to all students were all students succeed despite their disabilities or individual challenges	To maintain the Student Attitudes to School mean scores for the following measures in the middle 50% of all school scores:	No		

	<ul style="list-style-type: none"> • classroom behaviour (and above four on the five-point scale) • connectedness to peers (and above four on the five-point scale) • student safety. 			
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Improvement Initiatives Rationale				
<p>Reading - Renew: Our reading data indicates that over time our performance is static. Although we have a high percentage of students in Year 5 performing in the top two bands (45%) our data indicates that the percentage of students with high or medium gains (Year 3-5) is low. Therefore a continued focus in developing reading practices with embedded high impact strategies will address relative growth concerns whilst continuing to increase students operating in the top two bands and reducing the percentage of students performing in the bottom two bands.</p> <p>Numeracy - Stretch: Our Numeracy data indicates that our performance is improving from a low starting point. To increase performance we have identified the need to develop an agreed instructional model with a focus on explicit teaching. Our data indicates that the percentage of students operating within the top two bands is decreasing, however the percentage of students at the other end of the scale has also decreased which is pleasing. 73% of students have achieved high to medium gains which indicates a 7% increase over the last three years.</p> <p>2017 Attitudes to School Survey - Transform: Our performance is low. This has been maintained consistently over time and is on a declining trajectory. Student perceptions of Stimulating Learning has decreased significantly over a three year period. Stimulating Learning has the lowest response across Years 5 and 6. Student perceptions is the strongest across all year levels in all factors of Student Safety, however responses are still low in comparison to the rest of the state and has decreased by 3% over the last three years. 81% of the students are in agreement with Learning Confidence - this figure has been maintained over a three year period.</p>				

Goal 1	To improve literacy and numeracy outcomes for all students.
12 month target 1.1	<p>Each student to progress at least one Victorian Curriculum level in 12 months for both Reading and Viewing and Number and Algebra.</p> <p>From 45% to 50% of students in Year 5 will perform in the top two bands of NAPLAN Reading.</p>

	<p>From 15% to 10% of Year 5 students will perform in the bottom two bands of NAPLAN Reading.</p> <p>From 70% to 75% of students will achieve a medium to high gain in NAPLAN Reading (growth measured between Yr. 3 and Yr. 5 performance).</p> <p>From 21% to 26% of students in Year 5 will perform in the top two bands of NAPLAN Numeracy.</p> <p>From 6% to 4% of Year 5 students will perform in the bottom two bands of NAPLAN Numeracy.</p> <p>From 73% to 76% of students will achieve a medium to high gain in NAPLAN Mathematics (growth measured between Yr. 3 and Yr. 5 performance).</p>
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Build and consistently implement a research based whole-school Instructional Model to improve student outcomes in Reading.
KIS 2	Build the capacity of teachers to implement high impact teaching strategies within the agreed Instructional Models to deliver a differentiated curriculum to meet the individual needs of students in reading and numeracy.
KIS 3	Build and consistently implement a research based whole-school Instructional Model to improve student outcomes in Mathematics.

Goal 2	To enhance student engagement and well-being by strengthening the student-centred, stimulating learning environment.
12 month target 2.1	<p>From 79% to 84% of Yr. 5-6 students indicate a positive attitude related to Stimulating Learning.</p> <p>From 81% to 88% of Yr. 5-6 students indicate a positive attitude towards Learning Confidence.</p>
FISO Initiative	Intellectual engagement and self-awareness
Key Improvement Strategies	

KIS 1	Promote high expectations and motivate students through learning opportunities that are interesting, personally relevant and challenge each student at their point of learning need.
Goal 3	To develop student resilience and behaviour that reflects the school values.
12 month target 3.1	From 78% to 85% of Yr. 5-6 students indicate a positive attitude towards School Safety. 75% of Yr. 5-6 students indicate a positive response towards non-experience of bullying.
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategies	
KIS 1	Promote high expectations of respectful behaviour; develop school connectedness; and teach and interact in ways with students that encourage engagement with learning.

Define Evidence of Impact and Activities and Milestones - 2018

Sunbury Primary School (1002)

Goal 1	To improve literacy and numeracy outcomes for all students.
12 month target 1.1	Each student to progress at least one Victorian Curriculum level in 12 months for both Reading and Viewing and Number and Algebra. From 45% to 50% of students in Year 5 will perform in the top two bands of NAPLAN Reading. From 15% to 10% of Year 5 students will perform in the bottom two bands of NAPLAN Reading. From 70% to 75% of students will achieve a medium to high gain in NAPLAN Reading (growth measured between Yr. 3 and Yr. 5 performance).

	<p>From 21% to 26% of students in Year 5 will perform in the top two bands of NAPLAN Numeracy.</p> <p>From 6% to 4% of Year 5 students will perform in the bottom two bands of NAPLAN Numeracy.</p> <p>From 73% to 76% of students will achieve a medium to high gain in NAPLAN Mathematics (growth measured between Yr. 3 and Yr. 5 performance).</p>
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Build and consistently implement a research based whole-school Instructional Model to improve student outcomes in Reading.
Actions	<p>Build on pedagogical practices through targeted coaching.</p> <p>Provide feedback on practice for continuous improvement in instructional approaches.</p> <p>Build teacher professional knowledge and skill to deliver agreed reading practices (i.e. Guided Reading, Reciprocal Reading, Conferencing).</p>
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> - engage in targeted and differentiated explicit teaching sessions (both whole class and small group) - have opportunities to view 'how' to be successful learners through teacher modelling and think alouds - receive constructive feedback to support achievement of goals through conferencing - discuss current achievement and determine learning goals with teacher/s <p>Teachers will:</p> <ul style="list-style-type: none"> - plan work programs that reflect the agreed instructional model (including specific teaching practices known to improve student outcomes) - work collaboratively to plan engaging learning experiences that deepen students' understandings/skills - explicitly incorporate the learning intention/s and success criteria at various points (and for different purposes) throughout the lesson structure - teach within the framework of the agreed Instructional Model - explicitly model (think aloud) the understandings/skills/strategies of each lesson as part of a whole class mini-lesson and small group instruction - provide specific and timely feedback to students about their learning (in reference to their learning goal/s)

	<p>School Leaders will:</p> <ul style="list-style-type: none"> - scaffold professional learning so that staff have access to a range of different supports, such as coaching, feedback and goal setting from learning walks and peer observations when building their capacity to implement an agreed instructional model - support and facilitate the development of a consistent instructional model for Reading with staff - monitor the implementation of the agreed instructional model to ensure consistent practice in all classrooms 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Curriculum Day 2 - 9 March 2017</p> <p>Fountas and Pinnell Literacy Continuum</p> <ul style="list-style-type: none"> - use evidence gathered through assessment and observation to plan for responsive teaching utilising The Literacy Continuum - understand how The Literacy Continuum can be utilised to plan for, teach and develop literacy skills - recognise the importance of using a common language across the school community to provide continuity of learning for all students 	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Teaching and Learning Coach</p> <ul style="list-style-type: none"> - team-based Coaching and Peer Observations per term - coach will attend Learning Walks to align goals with coaching - coach to participate in weekly PLTs - ongoing feedback (both team-based and individual) will be provided 	Teaching and Learning Coordinator	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$25,592.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Instructional Learning Walks</p> <ul style="list-style-type: none"> - teams are scheduled on a 4 week rotation for Learning Walks - alternate members of the team participate in the the observation aspect of the learning walks - a debrief occurs after each learning walk to discuss observations and set goals - the focus of each learning walk is informed by the goals set in the preceding walk 	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>School Improvement Partnerships Initiative</p> <ul style="list-style-type: none"> - exploring the key parts of an agreed Instructional Model in Reading (work with Westmeadows PS) - both schools participating in professional development in the use of the Fountas and Pinnell resources - sharing and observations of reading practices across both schools 	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
<p>Professional Learning Teams</p> <ul style="list-style-type: none"> - weekly meetings - Action Research Model (Timperley) - informed by student data - professional learning based on the specific needs of the student cohort 	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$12,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To improve literacy and numeracy outcomes for all students.
12 month target 1.1	<p>Each student to progress at least one Victorian Curriculum level in 12 months for both Reading and Viewing and Number and Algebra.</p> <p>From 45% to 50% of students in Year 5 will perform in the top two bands of NAPLAN Reading.</p> <p>From 15% to 10% of Year 5 students will perform in the bottom two bands of NAPLAN Reading.</p> <p>From 70% to 75% of students will achieve a medium to high gain in NAPLAN Reading (growth measured between Yr. 3 and Yr. 5 performance).</p> <p>From 21% to 26% of students in Year 5 will perform in the top two bands of NAPLAN Numeracy.</p> <p>From 6% to 4% of Year 5 students will perform in the bottom two bands of NAPLAN Numeracy.</p> <p>From 73% to 76% of students will achieve a medium to high gain in NAPLAN Mathematics (growth measured between Yr. 3 and Yr. 5 performance).</p>

FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Build the capacity of teachers to implement high impact teaching strategies within the agreed Instructional Models to deliver a differentiated curriculum to meet the individual needs of students in reading and numeracy.
Actions	<p>Develop a shared teacher belief about reading development and how to effectively support students to improve.</p> <p>Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices in reading</p> <p>Develop teacher capacity to understand and effectively analyse multiple sources of student reading data</p> <p>Develop teacher knowledge and capacity to work as effective teams, utilising a PLC process, to improve student learning outcomes in reading through collaborative planning and assessment processes</p>
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> - experience reading success through the achievement of individualised learning goals in Reading & Viewing and Number & Algebra - identify the focus of the learning through the learning intention/s and explicit teaching - articulate the strategies/understandings/skills within each lesson - understand and be able to articulate why they have been successful (success criteria) - understand the next developmental step on a continuum of learning to set future short-term goals in Reading (Progress Walls) <p>Teachers will:</p> <ul style="list-style-type: none"> - demonstrate understanding of each students' needs and strengths in Reading & Viewing and Number & Algebra - plan in reference to the school's Guranteed and Viable Curriculum at each year level - explicitly teach the key concepts within Reading & Viewing (Fountas and Pinnell) and Number & Algebra (Big Ideas) to deepen students' understanding - use multiple sources of student data to assess student work against prior achievements and to determine growth and areas for improvement <p>School Leaders will:</p> <ul style="list-style-type: none"> - provide professional learning opportunities (through coaching, instructional learning walks, staff PL) to explicitly teach/model/explore the high impact teaching strategies - model professional dialogue about student learning and create opportunities for staff to engage in conversations related to effective practice and the impact on student learning - create professional learning communities for staff to discuss curriculum, instruction and assessment in relation to the specific needs of their students

	- build the capacity of teachers to analyse various sources of student data to assess reading achievement and determine future learning goals			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Facilitate Professional Learning Communities across the school</p> <ul style="list-style-type: none"> - all staff attend weekly Professional Learning Team meetings with a focus on reading through the Action Research Model (Timperley) - professional learning is based on the specific needs of the student cohort - aligning professional learning with; the needs of staff, AIP priorities and research based practices 	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$12,796.00 <input type="checkbox"/> Equity funding will be used
<p>School Improvement Partnerships Initiative</p> <ul style="list-style-type: none"> - exploring an Instructional Model in Reading (work with Westmeadows PS) - both schools participating in professional development in the use of the Fountas and Pinnell resources - exploring the key parts of an agreed Instructional Model in Reading (work with Westmeadows PS) - both schools participating in professional development in the use of the Fountas and Pinnell resources - sharing and observations of reading practices across both schools 	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used
<p>Employment of a part time Speech Pathologist</p> <ul style="list-style-type: none"> - support literacy intervention of students with identified learning disorders - develop individualised language programs for PSD students - support teachers with catering for students with additional needs - develop a structured home learning program for these students - establish partnerships with families through Student Support Groups 	Assistant Principal	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used

<p>Create a whole-school common understanding of Professional Learning Communities</p> <ul style="list-style-type: none"> - PLC leaders meet fortnightly with Principal Class to ensure consistent practice across the school - PLC leaders plan and implement staff professional learning sessions to ensure a common understanding of the purpose of PLCs - PLC leaders facilitate the team to devise an Action Research Cycle - PLC leaders facilitate weekly PLT meetings with a common focus - PLCs meet weekly to collaboratively plan student learning sequences based on student assessments 	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Staff professional learning in high impact teaching strategies</p> <ul style="list-style-type: none"> - coaching - instructional Learning Walks - structured Staff PL 	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Fountas and Pinnell Literacy Continuum</p> <ul style="list-style-type: none"> - all staff to undergo professional learning through a Curriculum Day based on effective use of the Continuum - ongoing use of the Continuum in PLTs to inform planning - student goal setting in line with the Continuum - assessments linked to the Continuum and Benchmarking 	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Differentiated learning</p> <ul style="list-style-type: none"> - Student goal setting - Feedback: <ul style="list-style-type: none"> conferencing use of Success Criteria - Assessment: <ul style="list-style-type: none"> analysing multiple sources of student data a range of informal assessments to inform teaching formal assessments as per the Assessment Schedule 	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To improve literacy and numeracy outcomes for all students.
12 month target 1.1	<p>Each student to progress at least one Victorian Curriculum level in 12 months for both Reading and Viewing and Number and Algebra.</p> <p>From 45% to 50% of students in Year 5 will perform in the top two bands of NAPLAN Reading.</p> <p>From 15% to 10% of Year 5 students will perform in the bottom two bands of NAPLAN Reading.</p> <p>From 70% to 75% of students will achieve a medium to high gain in NAPLAN Reading (growth measured between Yr. 3 and Yr. 5 performance).</p> <p>From 21% to 26% of students in Year 5 will perform in the top two bands of NAPLAN Numeracy.</p> <p>From 6% to 4% of Year 5 students will perform in the bottom two bands of NAPLAN Numeracy.</p> <p>From 73% to 76% of students will achieve a medium to high gain in NAPLAN Mathematics (growth measured between Yr. 3 and Yr. 5 performance).</p>
FISO Initiative	Building practice excellence
Key Improvement Strategy 3	Build and consistently implement a research based whole-school Instructional Model to improve student outcomes in Mathematics.
Actions	<p>Build on pedagogical practices through targeted coaching.</p> <p>Provide feedback on practice for continuous improvement in instructional approaches.</p> <p>Build teacher professional knowledge and skill around the key concepts (Trust the Count, Place Value, Multiplicative Thinking and Partitioning) in Number.</p>
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> - engage in targeted and differentiated explicit teaching sessions (both whole class and small group) - have opportunities to view 'how' to be successful learners through teacher modelling and think alouds - receive constructive feedback to support achievement of goals through conferencing - discuss current achievement and determine learning goals with teacher/s

	<p>Teachers will:</p> <ul style="list-style-type: none"> - plan work programs that reflect the agreed instructional model (including specific teaching practices known to improve student outcomes) - work collaboratively to plan engaging learning experiences that deepen students' understandings/skills - explicitly incorporate the learning intention/s and success criteria at various points (and for different purposes) throughout the lesson structure - teach within the framework of the agreed Instructional Model - explicitly model (think aloud) the understandings/skills/strategies of each lesson as part of a whole class mini-lesson and small group instruction - provide specific and timely feedback to students about their learning (in reference to their learning goal/s) <p>School Leaders will:</p> <ul style="list-style-type: none"> - scaffold professional learning so that staff have access to a range of different supports, such as coaching, feedback and goal setting from learning walks and peer observations when building their capacity to implement an agreed instructional model - support and facilitate the development of a consistent instructional model for Mathematics with staff - monitor the implementation of the agreed instructional model to ensure consistent practice in all classrooms 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Teaching and Learning Coach</p> <ul style="list-style-type: none"> - team-based Coaching and Peer Observations per term - coach will attend Learning Walks to align goals with coaching - coach to participate in weekly PLTs - ongoing feedback (both team-based and individual) will be provided 	Teaching and Learning Coordinator	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Instructional Learning Walks</p> <ul style="list-style-type: none"> - teams are scheduled on a 4 week rotation for Learning Walks - alternate members of the team participate in the the observation aspect of the learning walks - a debrief occurs after each learning walk to discuss observations and set goals 	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

- the focus of each learning walk is informed by the goals set in the preceding walk				
Middle Years Numeracy Project Sunbury and Diggers Rest Community of Practice - two nominated staff members participating in the CoP - observations - focussed professional learning on The Big Ideas in Number	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$9,700.00 <input type="checkbox"/> Equity funding will be used
Explore Tierney Kennedy's Back-to Front Intervention programs - Grade 1-4 focus on Fixing Misconceptions in Place Value - Administration of the Diagnostic test for Place Value (grade 1-4) - Implementation of the Fixing Misconceptions in Place Value program	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To enhance student engagement and well-being by strengthening the student-centred, stimulating learning environment.
12 month target 2.1	From 79% to 84% of Yr. 5-6 students indicate a positive attitude related to Stimulating Learning. From 81% to 88% of Yr. 5-6 students indicate a positive attitude towards Learning Confidence.
FISO Initiative	Intellectual engagement and self-awareness
Key Improvement Strategy 1	Promote high expectations and motivate students through learning opportunities that are interesting, personally relevant and challenge each student at their point of learning need.
Actions	Provide a range of Student Voice opportunities to support engagement, motivation and active participation Adopt a cyclical process to co-construct specific learning goals, informed by timely feedback and multiple sources of student data Develop assessment practices that promote the inclusion of student self-assessment and reflection Incorporate student choice in order to effectively differentiate to meet the needs of all students

Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> - contribute to what they learn within the curriculum framework and have input into the way they learn new concepts - co-construct rubrics to self-assess achievement and learning progress - have choice regarding the way in which they present/demonstrate their learning - be facilitators of their own learning - responding to feedback and setting learning goals together with their teacher/s <p>Teachers will:</p> <ul style="list-style-type: none"> - provide opportunities for students to have input into the way they learn new concepts, and action the implementation of these - facilitate the co-construction of rubrics for student use as a self-assessment tool - encourage and provide opportunities for students to demonstrate their learning in their preferred way - build their capacity to access and analyse multiple sources of data to support feedback and goal setting <p>School leaders will:</p> <ul style="list-style-type: none"> - provide opportunities within a professional learning community to build teacher capacity in analysing multiple sources of data for constructive feedback and goal setting purposes - facilitate whole-school professional learning in feedback strategies and goal setting - explore ways in which student voice can be facilitated in the classroom and at the whole-school level - provide professional learning to support teachers to development co-constructed rubrics 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Facilitate Student Voice Forums</p> <ul style="list-style-type: none"> - Principal Class and Junior School Council leaders to facilitate one forum per semester - students provide feedback related to teaching and learning 	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
<p>Staff Professional Learning (internal) in:</p> <ul style="list-style-type: none"> - feedback strategies (Visible Learning) and goal setting - assessment practices (particularly practices that support student self-assessment) - Data Literacy 	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>Student leadership</p> <ul style="list-style-type: none"> - School Captains - House Captains - Junior School Council representatives from each grade 1-4 class 	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Pivot survey</p> <ul style="list-style-type: none"> - All grade 3-6 students to participate in the Pivot Survey twice per year - results to be analysed 	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$1,600.00 <input type="checkbox"/> Equity funding will be used
<p>Building student voice and student choice opportunities</p> <ul style="list-style-type: none"> - grade 5 student participation in School Captain selection process - student choice factored into the planning of curriculum units - JSC meetings and forum - students encouraged to consult JSC representatives with ideas 	Student(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Building teacher capacity to implement an effective Goal Setting process</p> <ul style="list-style-type: none"> - effective use of Learning Intentions and Success Criteria - providing feedback to students in order to set appropriate goals - student reflection and self-assessment - use of Progress Walls 	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Student self assessment and reflection</p> <ul style="list-style-type: none"> - units of work to include opportunities for student reflection and self-assessment - student reflection statements included in student reports - co-constructed rubrics 	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To develop student resilience and behaviour that reflects the school values.
12 month target 3.1	<p>From 78% to 85% of Yr. 5-6 students indicate a positive attitude towards School Safety.</p> <p>75% of Yr. 5-6 students indicate a positive response towards non-experience of bullying.</p>

FISO Initiative	Setting expectations and promoting inclusion			
Key Improvement Strategy 1	Promote high expectations of respectful behaviour; develop school connectedness; and teach and interact in ways with students that encourage engagement with learning.			
Actions	<p>Implementation of the School Wide Positive Behaviour Support framework</p> <p>The Resilience Project</p> <p>Implement a consistent approach to addressing student wellbeing</p>			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> - know what is expected of them in relation to their behaviours in line with the SWPBS framework - acknowledge the effect of the behaviours on others and articulate the effect the behaviours of others have on them - actively participate in a process that restores relationships and be part of the decision making in regards to the consequences most applicable - develop an awareness of the resilience principles of Gratitude, Empathy and Mindfulness and engage in practices which promote resilience <p>Teachers will:</p> <ul style="list-style-type: none"> - work collaboratively to determine school 'rules' as the basis for School Wide Positive Behaviours and enforce these in the classroom and school yard - use restorative practice principles and processes to establish consistent practices across the school when responding to student conflict - incorporate the practices of Gratitude, Empathy and Mindfulness within their current teaching and learning program <p>School leaders will:</p> <ul style="list-style-type: none"> - work in consultation with the SWPBS team and SWPBS Network Coach to develop a behaviour matrix to be implemented consistently across the school - provide staff with the tools to link resilience principles to the current curriculum content - build the capacity of staff to implement Restorative Practices - create a school-wide system (within Compass) to record and monitor incidences of behaviour concerning student wellbeing 			
Activities and Milestones	Who	Is this a Professional	When	Budget

		Learning Priority		
SWPBS - SWPBS Team to meet fortnightly - development of 3-5 agreed behaviours - development of behaviour matrix - consultation with staff - parent information session	Wellbeing Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
SWPBS Curriculum Day 3 - Tuesday 29 May 2018 (9am - 2pm)	Principal	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 2	\$1,600.00 <input type="checkbox"/> Equity funding will be used
Resilience Project Curriculum Day 3 - Tuesday 29 May (2pm - 3:30pm) - Staff Presentation with Hugh	Principal	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 2	\$1,450.00 <input type="checkbox"/> Equity funding will be used
The Resilience Project - Immersion Program 17 July 2018 - Student Sessions x 2 (P-2 and 3-6) 6 August 2018 - Parents Presentation	Principal	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$4,880.00 <input type="checkbox"/> Equity funding will be used
Staff Professional Learning in Restorative Practices - all staff to participate in PL sessions - Restorative Practices to be implemented by staff when dealing with issues of conflict	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Student Behaviour Process - Flowchart completed including examples, teacher responses and consequences of mild, moderate and extreme behaviours - All staff using the flowchart when dealing with wellbeing issues	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Compass Chronicles - Incident reports for mild, moderate and extreme behaviours developed and being utilised by staff	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,999.00 <input type="checkbox"/> Equity funding will be used

- Assistant Principal notified of all moderate behaviours recorded - Principal notified of all extreme behaviours recorded				
SWPBS coaching - Network coach (Karen Marsh) to work with SWPBS team	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Sunbury Primary School (1002)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Curriculum Day 2 - 9 March 2017 Fountas and Pinnell Literacy Continuum - use evidence gathered through assessment and observation to plan for responsive teaching utilising The Literacy Continuum - understand how The Literacy Continuum can be utilised to plan for, teach and develop literacy skills - recognise the importance of using a common language across the school community to provide continuity of learning for all students	Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants Pearson Consultant	<input checked="" type="checkbox"/> On-site

<p>Teaching and Learning Coach</p> <ul style="list-style-type: none"> - team-based Coaching and Peer Observations per term - coach will attend Learning Walks to align goals with coaching - coach to participate in weekly PLTs - ongoing feedback (both team-based and individual) will be provided 	<p>Teaching and Learning Coordinator</p>	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Instructional Learning Walks</p> <ul style="list-style-type: none"> - teams are scheduled on a 4 week rotation for Learning Walks - alternate members of the team participate in the the observation aspect of the learning walks - a debrief occurs after each learning walk to discuss observations and set goals - the focus of each learning walk is informed by the goals set in the preceding walk 	<p>All Staff</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>School Improvement Partnerships Initiative</p> <ul style="list-style-type: none"> - exploring the key parts of an agreed Instructional Model in Reading (work with Westmeadows PS) - both schools participating in professional development in 	<p>School Leadership Team</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Communities of Practice 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> External consultants 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

the use of the Fountas and Pinnell resources - sharing and observations of reading practices across both schools			<input checked="" type="checkbox"/> Formalised PLC/PLTs		Pearsons (Fountas and Pinnell)	
Professional Learning Teams - weekly meetings - Action Research Model (Timperley) - informed by student data - professional learning based on the specific needs of the student cohort	PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Facilitate Professional Learning Communities across the school - all staff attend weekly Professional Learning Team meetings with a focus on reading through the Action Research Model (Timperley) - professional learning is based on the specific needs of the student cohort - aligning professional learning with; the needs of staff, AIP priorities and research based practices	PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
School Improvement Partnerships Initiative - exploring an Instructional Model in Reading (work with Westmeadows PS)	School Leadership Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site

<ul style="list-style-type: none"> - both schools participating in professional development in the use of the Fountas and Pinnell resources - exploring the key parts of an agreed Instructional Model in Reading (work with Westmeadows PS) - both schools participating in professional development in the use of the Fountas and Pinnell resources - sharing and observations of reading practices across both schools 			<input checked="" type="checkbox"/> Peer observation including feedback and reflection		<input checked="" type="checkbox"/> External consultants Pearsons (Fountas & Pinnell)	
<p>Create a whole-school common understanding of Professional Learning Communities</p> <ul style="list-style-type: none"> - PLC leaders meet fortnightly with Principal Class to ensure consistent practice across the school - PLC leaders plan and implement staff professional learning sessions to ensure a common understanding of the purpose of PLCs - PLC leaders facilitate the team to devise an Action Research Cycle - PLC leaders facilitate weekly PLT meetings with a common focus - PLCs meet weekly to 	PLC Leaders	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> External consultants PLC Network Consultant - Anita Calore	<input checked="" type="checkbox"/> On-site

collaboratively plan student learning sequences based on student assessments						
Staff professional learning in high impact teaching strategies - coaching - instructional Learning Walks - structured Staff PL	School Leadership Team	from: Term 1 to: Term 4	<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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Fountas and Pinnell Literacy Continuum - all staff to undergo professional learning through a Curriculum Day based on effective use of the Continuum - ongoing use of the Continuum in PLTs to inform planning - student goal setting in line with the Continuum - assessments linked to the Continuum and Benchmarking	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"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> External consultants Pearsons (Foutas & Pinnell)	<input checked="" type="checkbox"/> On-site
Differentiated learning - Student goal setting - Feedback: conferencing use of Success Criteria - Assessment: analysing multiple sources of student data	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"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>a range of informal assessments to inform teaching</p> <p>formal assessments as per the Assessment Schedule</p>						
<p>Teaching and Learning Coach</p> <ul style="list-style-type: none"> - team-based Coaching and Peer Observations per term - coach will attend Learning Walks to align goals with coaching - coach to participate in weekly PLTs - ongoing feedback (both team-based and individual) will be provided 	<p>Teaching and Learning Coordinator</p>	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Instructional Learning Walks</p> <ul style="list-style-type: none"> - teams are scheduled on a 4 week rotation for Learning Walks - alternate members of the team participate in the the observation aspect of the learning walks - a debrief occurs after each learning walk to discuss observations and set goals - the focus of each learning walk is informed by the goals set in the preceding walk 	<p>All Staff</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>Middle Years Numeracy Project Sunbury and Diggers Rest Community of Practice - two nominated staff members participating in the CoP - observations - focussed professional learning on The Big Ideas in Number</p>	<p>Teacher(s)</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> External consultants <p>Kathy Palmer - Numeracy Consultant</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site <p>Various school settings</p>
<p>Explore Tierney Kennedy's Back-to Front Intervention programs - Grade 1-4 focus on Fixing Misconceptions in Place Value - Administration of the Diagnostic test for Place Value (grade 1-4) - Implementation of the Fixing Misconceptions in Place Value program</p>	<p>Teacher(s)</p>	<p>from: Term 3 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Facilitate Student Voice Forums - Principal Class and Junior School Council leaders to facilitate one forum per semester - students provide feedback related to teaching and learning</p>	<p>School Leadership Team</p>	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Timetabled Planning Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site <p>Sunbury Youth Centre</p>

<p>Staff Professional Learning (internal) in:</p> <ul style="list-style-type: none"> - feedback strategies (Visible Learning) and goal setting - assessment practices (particularly practices that support student self-assessment) - Data Literacy 	<p>Assistant Principal</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Building teacher capacity to implement an effective Goal Setting process</p> <ul style="list-style-type: none"> - effective use of Learning Intentions and Success Criteria - providing feedback to students in order to set appropriate goals - student reflection and self-assessment - use of Progress Walls 	<p>Teacher(s)</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Student self assessment and reflection</p> <ul style="list-style-type: none"> - units of work to include opportunities for student reflection and self-assessment - student reflection statements included in student reports - co-constructed rubrics 	<p>Teacher(s)</p>	<p>from: Term 3 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

SWPBS - SWPBS Team to meet fortnightly - development of 3-5 agreed behaviours - development of behaviour matrix - consultation with staff - parent information session	Wellbeing Team	from: Term 1 to: Term 4	<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"/> Internal staff <input checked="" type="checkbox"/> External consultants SWPBS Network Coach - Karen Marsh	<input checked="" type="checkbox"/> On-site
SWPBS Curriculum Day 3 - Tuesday 29 May 2018 (9am - 2pm)	Principal	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants SWPBS Network Coach - Karen Marsh	<input checked="" type="checkbox"/> Off-site Moonee Valley Racecourse
Resilience Project Curriculum Day 3 - Tuesday 29 May (2pm - 3:30pm) - Staff Presentation with Hugh	Principal	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> External consultants The Resilience Project	<input checked="" type="checkbox"/> Off-site Moonee Valley Racecourse
The Resilience Project - Immersion Program 17 July 2018 - Student Sessions x 2 (P-2 and 3-6) 6 August 2018 - Parents Presentation	Principal	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants The Resilience Project	<input checked="" type="checkbox"/> On-site
Staff Professional Learning in Restorative Practices - all staff to participate in PL sessions	School Leadership Team	from: Term 3 to: Term 4	<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

- Restorative Practices to be implemented by staff when dealing with issues of conflict						
SWPBS coaching - Network coach (Karen Marsh) to work with SWPBS team	Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Documents that support the plan

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