

2018 Annual Implementation Plan

for improving student outcomes

Grovedale Primary School (0283)



Draft

Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Grovedale Primary School (0283)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red	Self-evaluation Level	Evidence and Analysis
Excellence in teaching and learning	Building practice excellence	Emerging moving towards Evolving	Future focus: <ul style="list-style-type: none"> - Monitor impact of teaching strategies on learning outcomes - Teachers provide, seek out and receive feedback - Teachers link practice with student outcomes - Teachers use student data to drive professional learning - School reviews the effectiveness of teaching and learning programs to drive professional learning - Teachers are collectively responsible for improving instructional practices to achieve learning outcomes
	Curriculum planning and assessment	Emerging	Future focus: <ul style="list-style-type: none"> - Collaborative planning in teams to address cohort needs rather than class needs - Continuing to improve assessment schedule and CATs - Student feedback to drive curriculum content, assessment and delivery - Integrated curriculum planning including capabilities - Instructional model documented - Student needs and interests used to inform curriculum planning - Moderation across curriculum areas - Teams use student data to monitor their planning and programs - Standardised planning templates used across the school
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving	<ul style="list-style-type: none"> - Greater focus on student growth (over achievement) - Student self-efficacy is promoted and their abilities as learners and what that means - Teachers are involved in observations of best practice - Teachers trial evidence-based practice and evaluate them used the FISO Improvement Cycle - Coaching - Teachers use self-reflection and feedback to improve their practices - PLCs used to make incremental changes - Teachers challenge and support each other to achieve improved student learning outcomes - Teachers use formative and summative assessment data to reflect on their effectiveness as teachers
	Evaluating impact on learning	Emerging moving towards Evolving	<ul style="list-style-type: none"> - Teachers teach to the individual point of need - Teachers use CATs and assessment maps to moderate and ensure consistent judgements - Students are provided with timely and targeted feedback, also in regard to goals - Student outcome data is used to modify planning, future content and pedagogical approach - Teachers identify PL desired to improve their practice and student outcomes

Professional leadership	Building leadership teams	Evolving	<ul style="list-style-type: none"> - Greater data analysis in leadership meetings - Leaders develop the capacity of all teachers to address SSP and AIP priorities, including KIS and targets - Principals implement succession planning to ensure ongoing leadership development - Coaching and mentoring by leadership team - Gain ongoing feedback from students, teachers, staff and parents around safety and the learning environment
	Instructional and shared leadership	Emerging moving towards Evolving	<ul style="list-style-type: none"> - Principals are involved in curriculum planning, instructional methods, assessment strategies and student achievement data - Leaders work with staff to improve their practices via observation, feedback and coaching - Leaders use student data to guide PL to address teacher needs - Greater feedback via observation given to teachers - Practices to gather student opinions in relation school organisation and teaching and learning
	Strategic resource management	Emerging moving towards Evolving	<ul style="list-style-type: none"> - Ongoing analysis of programs, resources and teachers in regard to achievement and survey data - Induction process required for new staff - Documentation of GPS procedures and programs developed - Greater observation of teachers via leaders to more accurately identify PL needs and goals of staff
	Vision, values and culture	Emerging moving towards Evolving	<ul style="list-style-type: none"> - Creating a learning culture which promotes high achievement - Goal tracking - School vision visible (physically, website and FB page) - School community voice to improve student connectedness
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	
	Intellectual engagement and self-awareness	Evolving	

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

Enter your reflective comments	We are disappointed and frustrated to not see the level of achievement and leaning growth that we expected to see as a result of improved practices. We identified and implemented numerous evidence-based practices which we believe will have positive outcomes in the future given time. This year we found that we had a surprising enrolment increase throughout the year which resulted in larger classes than we had planned for. This in turn created greater demands and workload on our teaching staff. We also had a change in principal class with the appointment of an Acting AP for the first semester and Acting Principal also during this time which greatly impacted the general functioning of the school. As the leadership team stabilised in the second semester the school began to see growth and achievements throughout the year. A number of practices have been introduced throughout the year which will take time to become embedded and hence see results.
Considerations for 2019	<ul style="list-style-type: none"> - Improved pedagogy in the area of reading to address our NAPLAN and reporting data - Revised curriculum planning across all learning areas to improve differentiation - Continuation of the development of Common Assessment Tasks in mathematics - Focus on coaching and feedback to improve instructional practices in all classes - Ongoing focus on social and emotional intelligence through the Kidsmatter program.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Grovedale Primary School (0283)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative																								
Improve student outcomes in literacy and numeracy.	<p>NAPLAN Reading, Writing and Number</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Year Level</th> <th>Reading</th> <th>Writing</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td>All students to be at or above Band 3</td> <td>All students to be at or above Band 3</td> <td>All students to be at or above Band 3</td> </tr> <tr> <td style="text-align: center;">2014</td> <td style="text-align: center;">89%</td> <td style="text-align: center;">83%</td> <td style="text-align: center;">78%</td> </tr> <tr> <td style="text-align: center;">2015</td> <td style="text-align: center;">92%</td> <td style="text-align: center;">96%</td> <td style="text-align: center;">77%</td> </tr> <tr> <td style="text-align: center;">2016</td> <td style="text-align: center;">86.5%</td> <td style="text-align: center;">97.3%</td> <td style="text-align: center;">80.5%</td> </tr> <tr> <td style="text-align: center;">2017</td> <td style="text-align: center;">85.7%</td> <td style="text-align: center;">94.3%</td> <td style="text-align: center;">85.3%</td> </tr> </tbody> </table>	Year Level	Reading	Writing	Number	3	All students to be at or above Band 3	All students to be at or above Band 3	All students to be at or above Band 3	2014	89%	83%	78%	2015	92%	96%	77%	2016	86.5%	97.3%	80.5%	2017	85.7%	94.3%	85.3%	Yes	NAPLAN data will not be available for the period of the 2018 AIP. However, we aim to have a maximum of 15% of students in the bottom two bands for Year 3 & 5 in all assessment areas.	Curriculum planning and assessment
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3	25% or more in Bands 5 & 6	25% or more in Bands 5 & 6	25% or more in Bands 5 & 6
2014	28%	23%	16%
2015	42%	42%	35%
2016	51.3%	56.7%	27.8%
2017	34.2%	54.3%	29.4%
5	All students to be at or above Band 5	All students to be at or above Band 5	All students to be at or above Band 5
2014	85%	62%	73%
2015	92.8%	82.7%	100%
2016	90.7%	93%	97.6%
2017	67.7%	73.3%	90.3%
5	25% or more in Bands 7 & 8	25% or more in Bands 7 & 8	25% or more in Bands 7 & 8
2014	35%	6%	12%
2015	32.1%	17.2%	35.7%
2016	37.2%	18.6%	16.7%
2017	22.6%	10%	16.1%

AusVELS Reading, Writing and Number

Year Level	Reading	Writing	Number
Prep	All students to be at or above 0.5	All students to be at or above 0.5	All students to be at or above 0.5
2013	92%	92%	92%
2014	93%	93%	93%
2015	100%	100%	97.3%
2016	100%	100%	100%
2017			
Yr. 1	All students to be at or above 1.0	All students to be at or above 1.0	All students to be at or above 1.0
2013	97%	97%	97%
2014	98%	98%	98%
2015	90%	89.9%	100%
2016	95%	97.5%	95%
2017			
Yr. 2	All students to be at or above 2.0	All students to be at or above 2.0	All students to be at or above 2.0
2013	97%	97%	97%
2014	96%	96%	96%

Yes

By the end of semester 1 2018, a maximum of 8% of students will be reported as working below expected standard by 1 year and a minimum of 30% of students will be reported as working above the expected standard according to the Victorian Curriculum in Writing, Reading and Viewing, and Number and Algebra.

Curriculum planning and assessment

	<table border="1"> <tr><td>2015</td><td>97.2%</td><td>97.3%</td><td>97.3%</td></tr> <tr><td>2016</td><td>90.3%</td><td>90.3%</td><td>100%</td></tr> <tr><td>2017</td><td></td><td></td><td></td></tr> <tr><td>Yr. 3</td><td>All students to be at or above 3.0</td><td>All students to be at or above 3.0</td><td>All students to be at or above 3.0</td></tr> <tr><td>2013</td><td>97%</td><td>97%</td><td>97%</td></tr> <tr><td>2014</td><td>95%</td><td>95%</td><td>95%</td></tr> <tr><td>2015</td><td>100%</td><td>92%</td><td>96.1%</td></tr> <tr><td>2016</td><td>97.5%</td><td>93.3%</td><td>97.4%</td></tr> <tr><td>2017</td><td></td><td></td><td></td></tr> <tr><td>Yr. 4</td><td>All students to be at or above 4.0</td><td>All students to be at or above 4.0</td><td>All students to be at or above 4.0</td></tr> <tr><td>2013</td><td>97%</td><td>97%</td><td>97%</td></tr> <tr><td>2014</td><td>97%</td><td>97%</td><td>97%</td></tr> <tr><td>2015</td><td>95%</td><td>87.5%</td><td>92.3%</td></tr> <tr><td>2016</td><td>96.3%</td><td>92.6%</td><td>100%</td></tr> <tr><td>2017</td><td></td><td></td><td></td></tr> <tr><td>Yr. 5</td><td>All students to be at or above 5.0</td><td>All students to be at or above 5.0</td><td>All students to be at or above 5.0</td></tr> <tr><td>2013</td><td>94%</td><td>94%</td><td>94%</td></tr> <tr><td>2014</td><td>97%</td><td>97%</td><td>97%</td></tr> <tr><td>2015</td><td>87.1%</td><td>87.2%</td><td>93.6%</td></tr> <tr><td>2016</td><td>91.1%</td><td>86.7%</td><td>84.5%</td></tr> <tr><td>2017</td><td></td><td></td><td></td></tr> <tr><td>Yr. 6</td><td>All students to be at or above 6.0</td><td>All students to be at or above 6.0</td><td>All students to be at or above 6.0</td></tr> <tr><td>2013</td><td>100%</td><td>100%</td><td>100%</td></tr> <tr><td>2014</td><td>97%</td><td>97%</td><td>97%</td></tr> <tr><td>2015</td><td>84.9%</td><td>81.9%</td><td>70.6%</td></tr> <tr><td>2016</td><td>87.9%</td><td>87.9%</td><td>84.8%</td></tr> <tr><td>2017</td><td></td><td></td><td></td></tr> </table>	2015	97.2%	97.3%	97.3%	2016	90.3%	90.3%	100%	2017				Yr. 3	All students to be at or above 3.0	All students to be at or above 3.0	All students to be at or above 3.0	2013	97%	97%	97%	2014	95%	95%	95%	2015	100%	92%	96.1%	2016	97.5%	93.3%	97.4%	2017				Yr. 4	All students to be at or above 4.0	All students to be at or above 4.0	All students to be at or above 4.0	2013	97%	97%	97%	2014	97%	97%	97%	2015	95%	87.5%	92.3%	2016	96.3%	92.6%	100%	2017				Yr. 5	All students to be at or above 5.0	All students to be at or above 5.0	All students to be at or above 5.0	2013	94%	94%	94%	2014	97%	97%	97%	2015	87.1%	87.2%	93.6%	2016	91.1%	86.7%	84.5%	2017				Yr. 6	All students to be at or above 6.0	All students to be at or above 6.0	All students to be at or above 6.0	2013	100%	100%	100%	2014	97%	97%	97%	2015	84.9%	81.9%	70.6%	2016	87.9%	87.9%	84.8%	2017						
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	<p>Parent Opinion Survey Reach the state average in all School Climate areas</p> <table border="1"> <thead> <tr> <th>Variable</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>State</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>School improvement</td> <td>4.91</td> <td>5.40</td> <td>5.47</td> <td>5.62</td> <td>School Ethos/Enviro</td> </tr> <tr> <td>Approachability</td> <td>5.57</td> <td>5.50</td> <td>5.83</td> <td>5.72</td> <td>General School Satisfaction</td> <td>87%</td> </tr> <tr> <td>Teacher morale</td> <td>5.92</td> <td>5.94</td> <td>5.97</td> <td>5.80</td> <td>General School Improvement</td> <td>73%</td> </tr> <tr> <td>Parent input</td> <td>4.85</td> <td>5.04</td> <td>5.23</td> <td>5.31</td> <td>Physical Environment</td> <td>87%</td> </tr> <tr> <td>Stimulating learning</td> <td>5.91</td> <td>5.97</td> <td>5.97</td> <td>5.74</td> <td>School Pride & Confidence</td> <td>81%</td> </tr> <tr> <td>Behaviour management</td> <td>5.11</td> <td>5.25</td> <td>5.17</td> <td>5.44</td> <td>Student Cognitive Engagement</td> <td></td> </tr> </tbody> </table>	Variable	2014	2015	2016	State	2017	School improvement	4.91	5.40	5.47	5.62	School Ethos/Enviro	Approachability	5.57	5.50	5.83	5.72	General School Satisfaction	87%	Teacher morale	5.92	5.94	5.97	5.80	General School Improvement	73%	Parent input	4.85	5.04	5.23	5.31	Physical Environment	87%	Stimulating learning	5.91	5.97	5.97	5.74	School Pride & Confidence	81%	Behaviour management	5.11	5.25	5.17	5.44	Student Cognitive Engagement		Yes	<p>Parent Opinion Survey data will not be available for the period of the 2018 AIP. We aim to achieve the following positive percentage responses for School ethos and Environment:</p> <ul style="list-style-type: none"> - General school satisfaction: 90% - General school improvement: 80% - Physical environment: 90% - School pride and confidence: 85% <p>We aim to achieve the following positive percentage responses for Safety:</p> <ul style="list-style-type: none"> - Managing bullying: 80% - Experience of Bullying: 25% - Promoting positive behaviour: 90% - Respect for diversity: 90% <p>We aim to achieve the following positive percentage responses for Connection and progression:</p> <ul style="list-style-type: none"> - School connectedness: 88% - Positive transitions: 90% 	Health and wellbeing
Variable	2014	2015	2016	State	2017																																														
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Reporting	5.68	6.10	5.83	5.52	High Expectations for Success	85%
Learning focus	5.48	5.95	5.78	5.70	Student Motivation and Support	81%
Transitions	5.97	5.92	5.77	5.76	Stimulating Learning Environment	80%
Extra curricula	4.30	4.41	4.65	4.98	Effective Teaching	83%
Homework	4.72	5.44	5.25	5.05		
General satisfaction	5.64	5.94	6.05	5.84		

Reach the state average in all Student Behaviour areas

Variable	2014	2015	2016	2017	State
Student safety	4.86	5.57	5.51	87%	5.47
Classroom behaviour	3.75	3.84	3.93	87%	4.24

2017

Safety

Managing bullying	74%
Experience of Bullying	32%
Promoting positive behaviour	87%
Respect for diversity	84%

Effectively use and maximise the financial, physical and human resources available

By 2018 all students will receive the appropriate allocation of resources as evidenced by School Financial Data report.

By 2018, the Staff Survey will reach the state average in the following areas:

Teacher Collaboration:

	Our School	State
2014	80.00	77.12
2015	73.41	76.72
2016	61.3	68.9
2017	70.7%	68.8%

Collective Focus on Student Learning

	Our School	State
2014	84.69	86.53
2015	77.63	86.54
2016	89.1	87.4
2017	85.9%	87.3%

Collective Efficacy:

	Our School	State
2014	79.16	74.0
2015	76.05	69.3
2016	70.6	75.3

Yes

School Staff Survey data will not be available for the period of the 2018 AIP.
We aim to achieve the following positive percentage responses for School Climate:
- Teacher collaboration: 80%

Building leadership teams

Yes

School Staff Survey data will not be available for the period of the 2018 AIP.
We aim to achieve the following positive percentage responses for School Climate:
- Collective focus on student learning: 90%
- Collective efficacy: 85%

Building leadership teams

	2017	82.2%	74.8%					
By 2018, the Parent Opinion Survey Survey will reach the state average in the following areas:						Yes	Parent Opinion Survey data will not be available for the period of the 2018 AIP. We aim to achieve the following positive percentage responses: - School improvement: 80% - Classroom behaviour: 90%	Building communities
School Improvement:								
Variable	2014	2015	2016	2017	State			
School Improvement	4.91	5.40	5.47	73%	5.62			
Classroom Behaviour	3.75	3.84	3.93	87%	4.24			

Improvement Initiatives Rationale

We are focussing on Curriculum planning and assessment in 2018 to drive improvements in literacy and numeracy. We will commence by gaining consistent understanding around the evidence-based reading strategies as outlined in the Literacy and Numeracy Strategy. This will lead to consistent curriculum planning which incorporates improved teaching strategies to address our reading data across the school including NAPLAN and Victorian Curriculum judgements. Our principal and Literacy Leader will drive the initiative after completing the Leading Literacy course in 2017.

Goal 1	Improve student outcomes in literacy and numeracy.
12 month target 1.1	NAPLAN data will not be available for the period of the 2018 AIP. However, we aim to have a maximum of 15% of students in the bottom two bands for Year 3 & 5 in all assessment areas.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	Improve and refine the literacy practices across the whole school in accordance with Literacy strategy.
KIS 2	Building and refining staff capacity to deliver improved instructional practices in reading.
KIS 3	Build teacher capacity through improved coaching and feedback practices.
12 month target 1.2	By the end of semester 1 2018, a maximum of 8% of students will be reported as working below expected standard by 1 year and a minimum of 30% of students will be reported as working above the expected standard according to the Victorian Curriculum in Writing, Reading and Viewing, and Number and Algebra.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	All classes will be effectively implementing the nine Classroom Instruction That Works instructional strategies.
KIS 2	Continue to develop the skills of middle leaders.
KIS 3	Further Improve and refine instructional practices in mathematics.

Goal 2	Improve student engagement in their learning.
12 month target 2.1	Attitudes to School Survey data will not be available for the period of the 2018 AIP. We aim to achieve the following positive percentage responses for Effective teaching practice for cognitive engagement: - Differentiated learning challenge: %

	<ul style="list-style-type: none"> - Effective classroom behaviour: % - Effective teaching time: % - Simulated learning: % <p>We aim to achieve the following positive percentage responses for Learner characteristic and disposition:</p> <ul style="list-style-type: none"> - Attitude to attendance: % - Motivation and interest: % - Resilience: % - Self-regulation: % - Sense of confidence: %
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	Revising and improving planning documentation to meet the needs of the cohort and engage them in the learning experiences.
KIS 2	Continue to develop common assessment tasks in literacy and numeracy.
KIS 3	Utilise summative assessment tools to support the analysis of programs and reporting data.
12 month target 2.2	<p>Parent Opinion Survey data will not be available for the period of the 2018 AIP.</p> <p>We aim to achieve the following positive percentage responses for Student cognitive engagement:</p> <ul style="list-style-type: none"> - High expectations for success: 90% - Student motivation and support: 85% - Stimulating learning environment: 85% - Effective teaching: 85%
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	Introduce a Student Management Tool to more effectively communicate student progress.
KIS 2	Revising and improving planning documentation to meet the needs of the cohort and engage them in the learning experiences.
KIS 3	Continue to develop common assessment tasks in literacy and numeracy.
KIS 4	Utilise summative assessment tools to support the analysis of programs and reporting data.
Goal 3	Enrich the learning environment to improve outcomes for all students.
12 month target 3.1	<p>Attitudes to School Survey data will not be available for the period of the 2018 AIP.</p> <p>We aim to achieve the following positive percentage responses for Teacher-student relations:</p> <ul style="list-style-type: none"> - Effort: % - High expectations for success: % - Teacher concern: % <p>We aim to achieve the following positive percentage responses for Social engagement:</p> <ul style="list-style-type: none"> - School stage transition: % - Sense of connectedness: % - Sense inclusion: % - Student voice and agency: %

	<p>We aim to achieve the following positive percentage responses for School safety:</p> <ul style="list-style-type: none"> - Advocate for school: % - Managing bullying: % - Respect: %
FISO Initiative	Health and wellbeing
Key Improvement Strategies	
KIS 1	All classes will be effectively implementing the nine Classroom Instruction That Works instructional strategies.
KIS 2	Professional Learning Communities will run across all teaching teams.
KIS 3	We will continue to utilise SWPBS, Kidsmatter and The Resilience Project to enrich the learning environment.
12 month target 3.2	<p>Parent Opinion Survey data will not be available for the period of the 2018 AIP.</p> <p>We aim to achieve the following positive percentage responses for School ethos and Environment:</p> <ul style="list-style-type: none"> - General school satisfaction: 90% - General school improvement: 80% - Physical environment: 90% - School pride and confidence: 85% <p>We aim to achieve the following positive percentage responses for Safety:</p> <ul style="list-style-type: none"> - Managing bullying: 80% - Experience of Bullying: 25% - Promoting positive behaviour: 90% - Respect for diversity: 90% <p>We aim to achieve the following positive percentage responses for Connection and progression:</p> <ul style="list-style-type: none"> - School connectedness: 88% - Positive transitions: 90%
FISO Initiative	Health and wellbeing
Key Improvement Strategies	
KIS 1	All classes will be effectively implementing the nine Classroom Instruction That Works instructional strategies.
KIS 2	Professional Learning Communities will run across all teaching teams.
KIS 3	We will continue to utilise SWPBS, Kidsmatter and The Resilience Project to enrich the learning environment.
Goal 4	Effectively use and maximise the financial, physical and human resources available
12 month target 4.1	<p>School Staff Survey data will not be available for the period of the 2018 AIP.</p> <p>We aim to achieve the following positive percentage responses for School Climate:</p> <ul style="list-style-type: none"> - Teacher collaboration: 80%
FISO Initiative	Building leadership teams
Key Improvement Strategies	
KIS 1	Professional Learning Communities will run across all teaching teams.

12 month target 4.2	School Staff Survey data will not be available for the period of the 2018 AIP. We aim to achieve the following positive percentage responses for School Climate: - Collective focus on student learning: 90% - Collective efficacy: 85%
FISO Initiative	Building leadership teams
Key Improvement Strategies	
KIS 1	Professional Learning Communities will run across all teaching teams.
KIS 2	Build teacher capacity through improved coaching and feedback practices.
12 month target 4.3	Parent Opinion Survey data will not be available for the period of the 2018 AIP. We aim to achieve the following positive percentage responses: - School improvement: 80% - Classroom behaviour: 90%
FISO Initiative	Building communities
Key Improvement Strategies	
KIS 1	Revising and improving planning documentation to meet the needs of the cohort and engage them in the learning experiences.
KIS 2	We will continue to utilise SWPBS, Kidsmatter and The Resilience Project to enrich the learning environment.

Define Evidence of Impact and Activities and Milestones - 2018

Grovedale Primary School (0283)

Goal 1	Improve student outcomes in literacy and numeracy.			
12 month target 1.1	NAPLAN data will not be available for the period of the 2018 AIP. However, we aim to have a maximum of 15% of students in the bottom two bands for Year 3 & 5 in all assessment areas.			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 1	Improve and refine the literacy practices across the whole school in accordance with Literacy strategy.			
Actions	<ol style="list-style-type: none"> 1. Professional learning for all classroom teachers on the Literacy Strategy. 2. Develop an agreed instructional model in literacy 3. School-based Speech Pathologist 			
Evidence of impact	<ol style="list-style-type: none"> 1. Teachers to implement new practices 2. Moderation of literacy data in PLC meetings 3. Consistent instructional practices 4. Improved oral language skills in the early years 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Internally and externally provided professional learning School-based Speech Pathologist	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$13,500.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	Improve student outcomes in literacy and numeracy.			
12 month target 1.1	NAPLAN data will not be available for the period of the 2018 AIP. However, we aim to have a maximum of 15% of students in the bottom two bands for Year 3 & 5 in all assessment areas.			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 2	Building and refining staff capacity to deliver improved instructional practices in reading.			
Actions	1. Professional learning for all classroom teachers 2. Providing teachers and students with new reading resources			
Evidence of impact	1. Consistent approach across the school using the learnt strategies 2. Increased student engagement with texts			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Purchasing new reading materials for classroom libraries and to support the teaching and learning of reading	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	Improve student outcomes in literacy and numeracy.			
12 month target 1.1	NAPLAN data will not be available for the period of the 2018 AIP. However, we aim to have a maximum of 15% of students in the bottom two bands for Year 3 & 5 in all assessment areas.			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 3	Build teacher capacity through improved coaching and feedback practices.			
Actions	1. Two staff to complete Growth Coaching PD 2. Teachers to be involved in peer observations and power walks			
Evidence of impact	1. Improved collaboration and efficacy within the school. 2. Improved School Staff Survey data in the Teaching and Learning module and components specifying feedback and peer observation.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Growth Coaching	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	Improve student outcomes in literacy and numeracy.			
12 month target 1.2	By the end of semester 1 2018, a maximum of 8% of students will be reported as working below expected standard by 1 year and a minimum of 30% of students will be reported as working above the expected standard according to the Victorian Curriculum in Writing, Reading and Viewing, and Number and Algebra.			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 1	All classes will be effectively implementing the nine Classroom Instruction That Works instructional strategies.			
Actions	1. All staff to attend CITW Curriculum Day on Tuesday 30th January, 2018 2. Learning Teams identify 3 of the instructional strategies to explicitly focus on each term by embedding them in their planners 3. Teachers, leaders and principals conduct walkthroughs/observations to identify best practice in the area of CITW			

	4. Leadership Team to develop a range of observation templates to identify high yield CITW strategies in action i.e. Focus Levels of Feedback and Power Walks. 5. Continue to share classroom practice, Whole school PD, resources and professional conversations through our Community of Practice with Mandama, South Geelong and Roslyn PS			
Evidence of impact	1. Shared understanding of all nine Classroom Instruction That Works instructional strategies 2. Teachers actively utilising evidence-based instructional practices to improve pedagogy 3. Staff identify and observe best practice in our school and within our CoP 4. Teachers continue to evaluate their CITW development by using the rubrics in the handbook 5. Staff are actively involved with the CoP.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Curriculum Day - CITW	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$3,500.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	Improve student outcomes in literacy and numeracy.			
12 month target 1.2	By the end of semester 1 2018, a maximum of 8% of students will be reported as working below expected standard by 1 year and a minimum of 30% of students will be reported as working above the expected standard according to the Victorian Curriculum in Writing, Reading and Viewing, and Number and Algebra.			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 2	Continue to develop the skills of middle leaders.			
Actions	1. Literacy and Numeracy Leaders to attend McREL Balanced Leadership 2. Ensure middle leaders are supported in facilitating PLC meetings			
Evidence of impact	1. Literacy and Numeracy Leaders utilise McREL Balanced Leadership strategies 2. Middle leaders apply PLC processes			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
McREL Balanced Leadership Professional Learning in term 1 and 2, 2018	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$7,700.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	Improve student outcomes in literacy and numeracy.			
12 month target 1.2	By the end of semester 1 2018, a maximum of 8% of students will be reported as working below expected standard by 1 year and a minimum of 30% of students will be reported as working above the expected standard according to the Victorian Curriculum in Writing, Reading and Viewing, and Number and Algebra.			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 3	Further Improve and refine instructional practices in mathematics.			
Actions	1. Mathematics leader and assistant principal to attend Leading Mathematics 2. Professional Learning Team meetings used to share excellence in mathematics teaching and learning			
Evidence of impact	1. Participation in the professional learning 2. Upskilling professional knowledge and skills for all staff			

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Leading Mathematics	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$3,200.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	Improve student engagement in their learning.			
12 month target 2.1	Attitudes to School Survey data will not be available for the period of the 2018 AIP. We aim to achieve the following positive percentage responses for Effective teaching practice for cognitive engagement: - Differentiated learning challenge: % - Effective classroom behaviour: % - Effective teaching time: % - Simulated learning: % We aim to achieve the following positive percentage responses for Learner characteristic and disposition: - Attitude to attendance: % - Motivation and interest: % - Resilience: % - Self-regulation: % - Sense of confidence: %			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 1	Revising and improving planning documentation to meet the needs of the cohort and engage them in the learning experiences.			
Actions	1. Internal professional learning delivered in planning meetings by leaders to ensure students' needs and interests are considered in the planning of learning experiences, especially in inquiry based learning.			
Evidence of impact	1. Students will be more engaged in learning and select the direction of inquiry based learning tasks with teacher guidance.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Evidenced in planning documentation	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Improve student engagement in their learning.			
12 month target 2.1	Attitudes to School Survey data will not be available for the period of the 2018 AIP. We aim to achieve the following positive percentage responses for Effective teaching practice for cognitive engagement: - Differentiated learning challenge: % - Effective classroom behaviour: % - Effective teaching time: % - Simulated learning: % We aim to achieve the following positive percentage responses for Learner characteristic and disposition: - Attitude to attendance: % - Motivation and interest: % - Resilience: %			

	<ul style="list-style-type: none"> - Self-regulation: % - Sense of confidence: % 			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 2	Continue to develop common assessment tasks in literacy and numeracy.			
Actions	<ol style="list-style-type: none"> 1. Continue to develop Common Assessment Tasks in numeracy 2. Develop writing checklists for various writing text types 			
Evidence of impact	<ol style="list-style-type: none"> 1. Students will be taught at their point of need based on pre and post assessment data and ZPD spreadsheets, and also see their individual growth across a unit of work. 2. Students will have clear learning goals based on the writing development. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
CATs will be developed and shared via Google Docs to be used across multiple year levels. Learning experiences will be planned to address Vic Curric levels. Checklists will be developed to track progress in writing.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Improve student engagement in their learning.			
12 month target 2.1	<p>Attitudes to School Survey data will not be available for the period of the 2018 AIP.</p> <p>We aim to achieve the following positive percentage responses for Effective teaching practice for cognitive engagement:</p> <ul style="list-style-type: none"> - Differentiated learning challenge: % - Effective classroom behaviour: % - Effective teaching time: % - Simulated learning: % <p>We aim to achieve the following positive percentage responses for Learner characteristic and disposition:</p> <ul style="list-style-type: none"> - Attitude to attendance: % - Motivation and interest: % - Resilience: % - Self-regulation: % - Sense of confidence: % 			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 3	Utilise summative assessment tools to support the analysis of programs and reporting data.			
Actions	<ol style="list-style-type: none"> 1. PAT Online testing utilised from Year 1 to 6 in mathematics, reading, spelling, punctuation and grammar. 2. Data Literacy online course attended by principal class and leaders. 			
Evidence of impact	<ol style="list-style-type: none"> 1. Data collected across the school to measurement the impact learning programs. 2. Improved data literacy skills across multiple areas of the school. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
PAT Online Assessments and Data Literacy professional learning	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	Improve student engagement in their learning.			
12 month target 2.2	Parent Opinion Survey data will not be available for the period of the 2018 AIP. We aim to achieve the following positive percentage responses for Student cognitive engagement: - High expectations for success: 90% - Student motivation and support: 85% - Stimulating learning environment: 85% - Effective teaching: 85%			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 1	Introduce a Student Management Tool to more effectively communicate student progress.			
Actions	1. Purchase and introduce a Student Management Tool across the whole school 2. Introduce parents to the portal			
Evidence of impact	1. Consistent collection of data in a centralised location which is accessible to all staff. 2. Greater access to information relating to their children and centralised data location for parents.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Purchase Sentral and upskill staff (through professional learning) and parents (through information sessions) in its operation.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	Improve student engagement in their learning.			
12 month target 2.2	Parent Opinion Survey data will not be available for the period of the 2018 AIP. We aim to achieve the following positive percentage responses for Student cognitive engagement: - High expectations for success: 90% - Student motivation and support: 85% - Stimulating learning environment: 85% - Effective teaching: 85%			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 2	Revising and improving planning documentation to meet the needs of the cohort and engage them in the learning experiences.			
Actions	Previously addressed			
Evidence of impact	Previously addressed			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Previously addressed	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Improve student engagement in their learning.			
12 month target 2.2	Parent Opinion Survey data will not be available for the period of the 2018 AIP. We aim to achieve the following positive percentage responses for Student cognitive engagement:			

	<ul style="list-style-type: none"> - High expectations for success: 90% - Student motivation and support: 85% - Stimulating learning environment: 85% - Effective teaching: 85% 			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 3	Continue to develop common assessment tasks in literacy and numeracy.			
Actions	Previously addressed			
Evidence of impact	Previously addressed			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Previously addressed	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Improve student engagement in their learning.			
12 month target 2.2	Parent Opinion Survey data will not be available for the period of the 2018 AIP. We aim to achieve the following positive percentage responses for Student cognitive engagement: <ul style="list-style-type: none"> - High expectations for success: 90% - Student motivation and support: 85% - Stimulating learning environment: 85% - Effective teaching: 85% 			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 4	Utilise summative assessment tools to support the analysis of programs and reporting data.			
Actions	Previously addressed			
Evidence of impact	Previously addressed			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Previously addressed	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	Enrich the learning environment to improve outcomes for all students.			
12 month target 3.1	Attitudes to School Survey data will not be available for the period of the 2018 AIP. We aim to achieve the following positive percentage responses for Teacher-student relations: <ul style="list-style-type: none"> - Effort: % - High expectations for success: % - Teacher concern: % We aim to achieve the following positive percentage responses for Social engagement: <ul style="list-style-type: none"> - School stage transition: % 			

	<ul style="list-style-type: none"> - Sense of connectedness: % - Sense inclusion: % - Student voice and agency: % <p>We aim to achieve the following positive percentage responses for School safety:</p> <ul style="list-style-type: none"> - Advocate for school: % - Managing bullying: % - Respect: % 			
FISO Initiative	Health and wellbeing			
Key Improvement Strategy 1	All classes will be effectively implementing the nine Classroom Instruction That Works instructional strategies.			
Actions	1. Teacher to attend CITW Curriculum Day			
Evidence of impact	1. Teachers will be effectively implementing the nine Classroom Instruction That Works instructional strategies.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Teachers attended CITW Curriculum Day	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	Enrich the learning environment to improve outcomes for all students.			
12 month target 3.1	<p>Attitudes to School Survey data will not be available for the period of the 2018 AIP.</p> <p>We aim to achieve the following positive percentage responses for Teacher-student relations:</p> <ul style="list-style-type: none"> - Effort: % - High expectations for success: % - Teacher concern: % <p>We aim to achieve the following positive percentage responses for Social engagement:</p> <ul style="list-style-type: none"> - School stage transition: % - Sense of connectedness: % - Sense inclusion: % - Student voice and agency: % <p>We aim to achieve the following positive percentage responses for School safety:</p> <ul style="list-style-type: none"> - Advocate for school: % - Managing bullying: % - Respect: % 			
FISO Initiative	Health and wellbeing			
Key Improvement Strategy 2	Professional Learning Communities will run across all teaching teams.			
Actions	1. Classroom teaching teams to participate in weekly PLC meetings.			
Evidence of impact	1. Enhance teacher collective efficacy. 2. Analysis of student data will lead to targeted planning and teaching to student needs.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Weekly meetings attended and minuted using the GPS PLC template.	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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Goal 3	Enrich the learning environment to improve outcomes for all students.			
12 month target 3.1	<p>Attitudes to School Survey data will not be available for the period of the 2018 AIP. We aim to achieve the following positive percentage responses for Teacher-student relations:</p> <ul style="list-style-type: none"> - Effort: % - High expectations for success: % - Teacher concern: % <p>We aim to achieve the following positive percentage responses for Social engagement:</p> <ul style="list-style-type: none"> - School stage transition: % - Sense of connectedness: % - Sense inclusion: % - Student voice and agency: % <p>We aim to achieve the following positive percentage responses for School safety:</p> <ul style="list-style-type: none"> - Advocate for school: % - Managing bullying: % - Respect: % 			
FISO Initiative	Health and wellbeing			
Key Improvement Strategy 3	We will continue to utilise SWPBS, Kidsmatter and The Resilience Project to enrich the learning environment.			
Actions	<ol style="list-style-type: none"> 1. Starting Right program used to reinforce SWPBS and School Values. 2. Kidsmatter lessons implemented each week in every class. 3. Students provided with The Resilience Project student diaries. 			
Evidence of impact	<ol style="list-style-type: none"> 1. The whole school follows and enforces the School Values. 2. Students continue to develop socially and emotionally. 3. Students will complete their gratitude reflection on a daily basis. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Starting Right completed in term 1. Kidsmatter delivered weekly. The Resilience Project diary entries completed daily.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,800.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	Enrich the learning environment to improve outcomes for all students.			
12 month target 3.2	<p>Parent Opinion Survey data will not be available for the period of the 2018 AIP. We aim to achieve the following positive percentage responses for School ethos and Environment:</p> <ul style="list-style-type: none"> - General school satisfaction: 90% - General school improvement: 80% - Physical environment: 90% - School pride and confidence: 85% <p>We aim to achieve the following positive percentage responses for Safety:</p> <ul style="list-style-type: none"> - Managing bullying: 80% - Experience of Bullying: 25% 			

	<ul style="list-style-type: none"> - Promoting positive behaviour: 90% - Respect for diversity: 90% <p>We aim to achieve the following positive percentage responses for Connection and progression:</p> <ul style="list-style-type: none"> - School connectedness: 88% - Positive transitions: 90% 			
FISO Initiative	Health and wellbeing			
Key Improvement Strategy 1	All classes will be effectively implementing the nine Classroom Instruction That Works instructional strategies.			
Actions	1. CITW embedded in planning documents and practice.			
Evidence of impact	1. Teachers utilised CITW/HITS to improve the delivery of their curriculum program to engage and inspire students.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Participated in CITW Curriculum Day	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	Enrich the learning environment to improve outcomes for all students.			
12 month target 3.2	<p>Parent Opinion Survey data will not be available for the period of the 2018 AIP.</p> <p>We aim to achieve the following positive percentage responses for School ethos and Environment:</p> <ul style="list-style-type: none"> - General school satisfaction: 90% - General school improvement: 80% - Physical environment: 90% - School pride and confidence: 85% <p>We aim to achieve the following positive percentage responses for Safety:</p> <ul style="list-style-type: none"> - Managing bullying: 80% - Experience of Bullying: 25% - Promoting positive behaviour: 90% - Respect for diversity: 90% <p>We aim to achieve the following positive percentage responses for Connection and progression:</p> <ul style="list-style-type: none"> - School connectedness: 88% - Positive transitions: 90% 			
FISO Initiative	Health and wellbeing			
Key Improvement Strategy 2	Professional Learning Communities will run across all teaching teams.			
Actions	1. Classroom teaching teams to participate in weekly PLC meetings.			
Evidence of impact	1. Enhance teacher collective efficacy. 2. Analysis of student data will lead to targeted planning and teaching to student needs.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Weekly meetings attended and minuted using the GPS PLC template.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	Enrich the learning environment to improve outcomes for all students.			
12 month target 3.2	<p>Parent Opinion Survey data will not be available for the period of the 2018 AIP. We aim to achieve the following positive percentage responses for School ethos and Environment:</p> <ul style="list-style-type: none"> - General school satisfaction: 90% - General school improvement: 80% - Physical environment: 90% - School pride and confidence: 85% <p>We aim to achieve the following positive percentage responses for Safety:</p> <ul style="list-style-type: none"> - Managing bullying: 80% - Experience of Bullying: 25% - Promoting positive behaviour: 90% - Respect for diversity: 90% <p>We aim to achieve the following positive percentage responses for Connection and progression:</p> <ul style="list-style-type: none"> - School connectedness: 88% - Positive transitions: 90% 			
FISO Initiative	Health and wellbeing			
Key Improvement Strategy 3	We will continue to utilise SWPBS, Kidsmatter and The Resilience Project to enrich the learning environment.			
Actions	1. Programs delivered to ensure students are working in a safe and supportive environment			
Evidence of impact	1. Students utilise the vocabulary, strategies and dispositions outlined in the programs to ensure they are contributing positively to create a safe and supportive school environment.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Programs timetabled and delivered throughout the year.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 4	Effectively use and maximise the financial, physical and human resources available			
12 month target 4.1	<p>School Staff Survey data will not be available for the period of the 2018 AIP. We aim to achieve the following positive percentage responses for School Climate:</p> <ul style="list-style-type: none"> - Teacher collaboration: 80% 			
FISO Initiative	Building leadership teams			
Key Improvement Strategy 1	Professional Learning Communities will run across all teaching teams.			
Actions	1. Timetable PLC meetings for each team weekly within teaching time.			
Evidence of impact	<p>1. Teams conduct a weekly PLC meeting. 2. Teachers analyse data collaboratively. 3. Students' individual needs are catered for in the curriculum.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Weekly PLC minutes are shared with principal class outlining data analysed and the actions to address the data.	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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Goal 4	Effectively use and maximise the financial, physical and human resources available			
12 month target 4.2	School Staff Survey data will not be available for the period of the 2018 AIP. We aim to achieve the following positive percentage responses for School Climate: - Collective focus on student learning: 90% - Collective efficacy: 85%			
FISO Initiative	Building leadership teams			
Key Improvement Strategy 1	Professional Learning Communities will run across all teaching teams.			
Actions	Previously addressed			
Evidence of impact	Previously addressed			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Previously addressed	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 4	Effectively use and maximise the financial, physical and human resources available			
12 month target 4.2	School Staff Survey data will not be available for the period of the 2018 AIP. We aim to achieve the following positive percentage responses for School Climate: - Collective focus on student learning: 90% - Collective efficacy: 85%			
FISO Initiative	Building leadership teams			
Key Improvement Strategy 2	Build teacher capacity through improved coaching and feedback practices.			
Actions	1. Assistant Principal and Learning Specialist to participate in Growth Coaching. 2. Teachers to participate in coaching, observation and feedback sessions.			
Evidence of impact	1. All teachers involved in peer observation and feedback relating to specific individual goals. 2. Improved professional practices for individual teachers which are consistent across the school.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Assistant Principal and Learning Specialist completed Growth Coaching.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 4	Effectively use and maximise the financial, physical and human resources available			
12 month target 4.3	Parent Opinion Survey data will not be available for the period of the 2018 AIP. We aim to achieve the following positive percentage responses:			

	- School improvement: 80% - Classroom behaviour: 90%			
FISO Initiative	Building communities			
Key Improvement Strategy 1	Revising and improving planning documentation to meet the needs of the cohort and engage them in the learning experiences.			
Actions	1. Internal professional learning delivered in planning meetings by leaders to ensure students' needs and interests are considered in the planning of learning experiences, especially in inquiry based learning. 2. Upgrading digital technologies hardware by purchasing 32 Chromebooks with storage locker and 3 55" TVs for classrooms.			
Evidence of impact	1. Students will be more engaged in learning and select the direction of inquiry based learning tasks with teacher guidance. 2. Students will be able to collaborate online and complete cooperative learning tasks with the assistance of teachers using the latest technology to support their practice.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Evidenced in planning documents. Purchase 32 x Chromebooks, storage locker and 3 x 55" Smart TVs	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$20,360.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 4	Effectively use and maximise the financial, physical and human resources available			
12 month target 4.3	Parent Opinion Survey data will not be available for the period of the 2018 AIP. We aim to achieve the following positive percentage responses: - School improvement: 80% - Classroom behaviour: 90%			
FISO Initiative	Building communities			
Key Improvement Strategy 2	We will continue to utilise SWPBS, Kidsmatter and The Resilience Project to enrich the learning environment.			
Actions	1. Programs delivered to ensure students are working in a safe and supportive environment			
Evidence of impact	1. Students utilise the vocabulary, strategies and dispositions outlined in the programs to ensure they are contributing positively to create a safe and supportive school environment.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Programs timetabled and delivered throughout the year.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Grovedale Primary School (0283)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Growth Coaching	Leadership Team	from: Term 1 to: Term 2	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Design of formative assessments	<input type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input type="checkbox"/> SEIL <input type="checkbox"/> VCAA Curriculum Specialist	<input type="checkbox"/> On-site <input checked="" type="checkbox"/> Off-site

			<input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs <input type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching partners <input type="checkbox"/> Leadership partners <input type="checkbox"/> School improvement partnerships <input type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input checked="" type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist <input type="checkbox"/> External consultants	<p>Attend course in term 1 in the Geelong region.</p>
Curriculum Day - CITW	All Staff	from: Term 1 to: Term 1	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development <input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs <input type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL <input type="checkbox"/> VCAA Curriculum Specialist <input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching partners <input type="checkbox"/> Leadership partners <input type="checkbox"/> School improvement partnerships <input type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants McREL - Julia Chandler and Muffy Hand	<input type="checkbox"/> On-site <input checked="" type="checkbox"/> Off-site <p>Barrabool Hills on Tuesday 30th January.</p>
McREL Balanced Leadership Professional Learning in term 1 and 2, 2018	PLT Leaders	from: Term 1 to: Term 2	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input type="checkbox"/> Design of formative assessments	<input type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input type="checkbox"/> SEIL <input type="checkbox"/> VCAA Curriculum Specialist <input type="checkbox"/> Primary Mathematics and Science specialists	<input type="checkbox"/> On-site <input checked="" type="checkbox"/> Off-site <p>6 days in term 1 and 2 at Roslyn PS.</p>

			<input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development <input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs <input type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching partners <input type="checkbox"/> Leadership partners <input type="checkbox"/> School improvement partnerships <input type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants McREL - Julia Chandler and Muffy Hand	
Leading Mathematics	PLT Leaders	from: Term 1 to: Term 2	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development <input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs <input type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL <input type="checkbox"/> VCAA Curriculum Specialist <input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching partners <input type="checkbox"/> Leadership partners <input type="checkbox"/> School improvement partnerships <input type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input checked="" type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist <input type="checkbox"/> External consultants	<input type="checkbox"/> On-site <input checked="" type="checkbox"/> Off-site Geelong Convention Centre
PAT Online Assessments and Data Literacy professional learning	School Improvement Team	from: Term 1 to: Term 2	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day	<input type="checkbox"/> SEIL <input type="checkbox"/> VCAA Curriculum Specialist <input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site <input type="checkbox"/> Off-site

			<input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development <input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs <input type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching partners <input type="checkbox"/> Leadership partners <input type="checkbox"/> School improvement partnerships <input type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants ACER	
Purchase Sentral and upskill staff (through professional learning) and parents (through information sessions) in its operation.	All Staff	from: Term 1 to: Term 2	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development <input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs <input type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL <input type="checkbox"/> VCAA Curriculum Specialist <input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching partners <input type="checkbox"/> Leadership partners <input type="checkbox"/> School improvement partnerships <input type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants SENTRAL	<input checked="" type="checkbox"/> On-site <input type="checkbox"/> Off-site
Teachers attended CITW Curriculum Day	Teacher(s)	from: Term 1 to: Term 2	<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day	<input type="checkbox"/> SEIL <input type="checkbox"/> VCAA Curriculum Specialist <input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise	<input type="checkbox"/> On-site <input checked="" type="checkbox"/> Off-site Barrabool Hills Tues 30th January

			<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development <input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs <input type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching partners <input type="checkbox"/> Leadership partners <input type="checkbox"/> School improvement partnerships <input type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants McREL	
Participated in CITW Curriculum Day	Teacher(s)	from: Term 1 to: Term 2	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development <input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs <input type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL <input type="checkbox"/> VCAA Curriculum Specialist <input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching partners <input type="checkbox"/> Leadership partners <input type="checkbox"/> School improvement partnerships <input type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants McREL	<input type="checkbox"/> On-site <input checked="" type="checkbox"/> Off-site Barrabool Hills 30/01/17
Assistant Principal and Learning Specialist completed Growth Coaching.	Assistant Principal	from: Term 1 to: Term 2	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning	<input type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day	<input type="checkbox"/> SEIL <input type="checkbox"/> VCAA Curriculum Specialist <input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise	<input type="checkbox"/> On-site <input checked="" type="checkbox"/> Off-site Geelong region

			<input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs <input type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching partners <input type="checkbox"/> Leadership partners <input type="checkbox"/> School improvement partnerships <input type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input checked="" type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist <input type="checkbox"/> External consultants	
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Draft

Documents that support the plan

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