

2018 Annual Implementation Plan

for improving student outcomes

Abbotsford Primary School (1886)



Submitted for review by Latham Burns (School Principal) on 08 December, 2017 at 03:53 PM

Endorsed by Vincent Dobbs (Senior Education Improvement Leader) on 14 December, 2017 at 08:29 AM

Endorsed by Virginia Dods (School Council President) on 17 December, 2017 at 11:50 PM

Self-evaluation Summary - 2018

Abbotsford Primary School (1886)

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

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

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

<p>Enter your reflective comments</p>	<p>Abbotsford Primary School went through a School Review last year and through this process was able to reflect on the past four years work and set the direction of the School Strategic Plan 2017-2020. All staff were involved in this process and developed a deeper understanding of the FISO continua. This reflective process enabled us to highlight Key Improvement Areas that are relevant to the schools next stage of development. Staff are clear about the priorities for the school and have been working together to address areas from the 2017 Annual Implementation Plan. We have been working during after school staff forums to develop our Pedagogical Model, specifically strategies that accompany different components of the Lesson Design in correlation with HITS. We feel confident that we are moving in a direction that will benefit students and teaching staff over the course of the next four years and recognise that we have already accomplished an improvement in teacher practice and reduced teacher variance in school. Reflecting on our 2017 AIP Key Improvement Areas and accompanying Actions we have been able to meet most of the criteria that was set and implement these practices into the school culture. There was some amendments due to ambitious nature of what we set out to achieve but after consultation within the Leadership Team and leadership coach, Anne-Marie Quinn, we refocused the scope of our work for the year. We were fortunate enough to have been visited by teachers and leadership teams from other interstate and Victorian schools who came to observe our bilingual approach and current 50/50 (English/Chinese) model. 2017 also saw the establishment of a relationship between a Huaibei Capital Experimental School China and Abbotsford Primary School. Staff from Huaibei came to Abbotsford PS to observe lessons and meet teachers and students as part of their visit to Australia in August. We have also established afterschool active opportunities this year.</p>
<p>Considerations for 2019</p>	<ul style="list-style-type: none"> - Staff professional development that will continue to be focused on research based, best practice teaching and learning and provide opportunities for staff to further develop their expertise, as well as enhance leadership opportunities where available; - Continuation of building a pedagogical model with an extensive focus on the learning area of Speaking and Listening, as a foundation to improving Writing; - Acquisition of quality Chinese resources across different learning areas of the school; - China Sister School International trip for students currently being organised for our students to visit China in September 2018; - Building opportunities for quality student voice within learning; - Mentoring and support for new a new junior school teacher; - Possible school building redevelopment (announced in May 2018).

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Abbotsford Primary School (1886)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target Outline what you want achieve in the next 12 months against your Strategic Plan target.	FISO initiative
To enhance the learning experience of each student through high quality, consistent teaching practices.	Participation - Student Attendance: The 2017-2020 average student absenteeism days will be 14 days or less, reversing the absenteeism upwards trend from the 2013-2016 period.	No		
	Attitudes to School - Stimulating Learning: The 2017-2020 Mean Factor Score to be an average of 4.40 out of 5.	Yes	Students in Year 4 to Year 6 undertaking the 2018 Attitude to School Survey will score an average result for Stimulating Learning as greater than 4.40 out of 5. Currently: 55% positive response from students in 2017, 25% neutral, 20% negative. Parents undertaking the 2018 Parent Opinion Survey will score an average result for Stimulating Learning as greater than 6 out of 7. Currently: 83% positive results from parents in 2017, 17%neutral, 0% negative.	Building practice excellence
	Parent Opinion – Stimulating learning: The 2017-2020 Mean Factor Score to be an average of 6 or higher out of 7.	No		

<p>To increase the learning growth of every student by implementing and embedding a viable, documented curriculum.</p>	<p>Learning Gain- Reading: 2017-2019 matched cohort NAPLAN data will show at least 87% of students achieving medium or high growth, with 40% of students achieving high growth by the end of the 2017-2020 Strategic Plan cycle. This is a 10% improvement in growth outcomes from 2016.</p>	<p>No</p>		
	<p>Learning Gain - Numeracy: 2017-2019 cohort data will show at least 77% of students achieving medium or high growth, with 35% or more of students achieving high growth by the end of the 2017-2020 Strategic Plan cycle. This is a 10% improvement in growth outcomes from 2016.</p>	<p>No</p>		

	<p>Teacher Judgement - Victorian Curriculum: An average of one year of growth for each student in Reading and Mathematics assessed in relation to the Victorian Curriculum.</p>	<p>Yes</p>	<p>90% of Foundation students to progress an average of three Fountas and Pinnell reading levels from February 2018 to December 2018. Currently: 94% of students (Non EAL) in Foundation have progressed at least 3 Fountas and Pinnell reading levels from February 2018 to December 2018.</p> <p>90% of Year 1 and Year 2 students to progress an average of four Fountas and Pinnell reading levels from February 2018 to December 2018. Currently: 97% of students in Year 1 and Year 2 have progressed at least 4 Fountas and Pinnell reading levels From February 2017 to December 2017.</p> <p>90% of Year 3 and Year 4 students to progress an average of four Fountas and Pinnell reading levels from February 2018 to December 2018. Currently: 80.2% of students in Year 3 and Year 4 have progressed at least 4 Fountas and Pinnell reading levels from February 2018 to December 2018.</p>	<p>Curriculum planning and assessment</p>
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Improvement Initiatives Rationale

The school is continuing its work on refining and embedding the High Impact Teaching Strategies into the Abbotsford Primary School Lesson Design. The continuation of this work involves teachers collaboratively linking lesson ideas, activities and tasks to the strategies as part of building a whole school pedagogical model. Our Attitudes to School Survey results demonstrate a downward trend, likely due to the introduction of the 50/50 Chinese/English Bilingual model. There are students in Years 4, 5 and 6 that have not undertaken Chinese learning since Foundation, therefore affecting their learning confidence and their ability to be stimulated by their learning. A focus on student voice is an approach the school is undertaking to reverse the negative trend.

Goal 1	To enhance the learning experience of each student through high quality, consistent teaching practices.
12 month target 1.1	Students in Year 4 to Year 6 undertaking the 2018 Attitude to School Survey will score an average result for Stimulating Learning as greater than 4.40 out of 5. Currently: 55% positive response from students in 2017, 25% neutral, 20% negative. Parents undertaking the 2018 Parent Opinion Survey will score an average result for Stimulating Learning as greater than 6 out of 7. Currently: 83% positive results from parents in 2017, 17%neutral, 0% negative.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Research and implement an agreed pedagogical model that is consistent for Chinese and English learning.
KIS 2	Develop a culture of reflective practice to give and receive feedback for all stakeholders.
KIS 3	Incorporate high quality use of digital and design technologies to equip students to be socially competent global citizens.

Goal 2	To increase the learning growth of every student by implementing and embedding a viable, documented curriculum.
12 month target 2.1	<p>90% of Foundation students to progress an average of three Fountas and Pinnell reading levels from February 2018 to December 2018. Currently: 94% of students (Non EAL) in Foundation have progressed at least 3 Fountas and Pinnell reading levels from February 2018 to December 2018.</p> <p>90% of Year 1 and Year 2 students to progress an average of four Fountas and Pinnell reading levels from February 2018 to December 2018. Currently: 97% of students in Year 1 and Year 2 have progressed at least 4 Fountas and Pinnell reading levels From February 2017 to December 2017.</p> <p>90% of Year 3 and Year 4 students to progress an average of four Fountas and Pinnell reading levels from February 2018 to December 2018. Currently: 80.2% of students in Year 3 and Year 4 have progressed at least 4 Fountas and Pinnell reading levels from February 2018 to December 2018.</p>
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	Embed the Victorian Curriculum into teaching practice.
KIS 2	Build teacher capacity to identify, monitor and track student progress using summative assessment.

Define Evidence of Impact and Activities and Milestones - 2018

Abbotsford Primary School (1886)

Goal 1	To enhance the learning experience of each student through high quality, consistent teaching practices.			
12 month target 1.1	Students in Year 4 to Year 6 undertaking the 2018 Attitude to School Survey will score an average result for Stimulating Learning as greater than 4.40 out of 5. Currently: 55% positive response from students in 2017, 25% neutral, 20% negative. Parents undertaking the 2018 Parent Opinion Survey will score an average result for Stimulating Learning as greater than 6 out of 7. Currently: 83% positive results from parents in 2017, 17%neutral, 0% negative.			
FISO Initiative	Building practice excellence			
KIS 1	Research and implement an agreed pedagogical model that is consistent for Chinese and English learning.			
Actions	<ul style="list-style-type: none"> - To develop teacher capacity and understanding of peer reviewed, research informed pedagogical approaches, strategies and lesson ideas in Speaking and Listening. - To continue developing teacher capacity and understanding of peer reviewed, research informed pedagogical approaches, strategies and lesson ideas in Reading and Viewing. 			
Evidence of impact	<ul style="list-style-type: none"> - Students are able to identify the component of their Literacy lessons based on the Abbotsford Primary School Lesson Design. - Students are able to articulate the Reading and Viewing, and Speaking and Listening strategies they are working on. - Teachers are embedding the agreed teaching strategies developed in 2017, which are informed by the High Impact Teaching Strategies in Literacy lessons. - All teachers use the agreed planning template for planning Literacy lessons. 			
Activities and Milestones	Who	Is this a PL Priority?	When	Budget
Teachers lesson planning includes the components of the Abbotsford Primary School Lesson Design	Teacher(s)		from: Term 1 to: Term 4	
All Literacy lessons reflect the components of the Lesson Design.	Teacher(s)		from: Term 1 to: Term 4	

School leaders lead teachers to develop an agreed lesson planning template that includes all elements of the Lesson Design.	Leadership Team		from: Term 1 to: Term 1	
Professional Learning Teams will continue building the resource document for Reading and Viewing.	Teacher(s)		from: Term 1 to: Term 4	
The school leaders will lead the Professional Learning Teams to begin developing a teaching resource for Speaking and Listening.	Leadership Team		from: Term 2 to: Term 4	
The school engages a Literacy consultant/coach to provide teacher workshops on effective Speaking and Listening strategies.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$5,100.00 <input checked="" type="checkbox"/> Equity funding will be used
The Literacy consultant/coach to work in classrooms with teachers on building their capacity to teach Speaking and Listening strategies.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$4,560.00 <input checked="" type="checkbox"/> Equity funding will be used
Teachers will build the Speaking and Listening resource document based on the strategies introduced by the Literacy consultant/coach.	Teacher(s)		from: Term 2 to: Term 4	
Teachers to complete a survey on their current practices in regards to teaching Speaking and Listening. The survey will provide teachers with the opportunity to articulate their professional development needs. This will inform in Literacy consultant of their work with teachers.	Leadership Team		from: Term 1 to: Term 4	
A classroom teacher will be released to undertake 20 days of professional learning in Reading Recovery.	Curriculum Co-ordinator(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$7,600.00 <input checked="" type="checkbox"/> Equity funding will be used
A classroom teacher will undertake the Reading Recovery course.	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
A classroom teacher will undertake 11 hours of Literacy Intervention in Year 1/2 classes, with 5 hours devoted to Reading Recovery.	Curriculum Co-ordinator (s)		from: Term 1 to: Term 4	\$50,500.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	To enhance the learning experience of each student through high quality, consistent teaching practices.			
12 month target 1.1	Students in Year 4 to Year 6 undertaking the 2018 Attitude to School Survey will score an average result for Stimulating Learning as greater than 4.40 out of 5. Currently: 55% positive response from students in 2017, 25% neutral, 20% negative. Parents undertaking the 2018 Parent Opinion Survey will score an average result for Stimulating Learning as greater than 6 out of 7. Currently: 83% positive results from parents in 2017, 17%neutral, 0% negative.			
FISO Initiative	Building practice excellence			
KIS 2	Develop a culture of reflective practice to give and receive feedback for all stakeholders.			
Actions	<ul style="list-style-type: none"> - To develop teacher capacity to obtain meaningful feedback from students about their impact. - To develop student language to provide authentic, constructive feedback to teachers about their own learning growth. 			
Evidence of impact	- Teachers modify the delivery of lessons and the selection of activities based on the feedback they obtain from their students.			
Activities and Milestones	Who	Is this a PL Priority?	When	Budget
Teachers collaborate together with the Leadership Team to design the protocols for classroom observations.	Leadership Team		from: Term 1 to: Term 1	
Students are provided with the questions that classroom observers will ask them during the lessons.	Leadership Team		from: Term 1 to: Term 4	
Teachers undertake three classroom observations per term, beginning in Term 3, with a focus on Literacy sessions.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$3,420.00
Teachers use a range of feedback tools with the students at the conclusion of their Literacy lessons.	Teacher(s)		from: Term 2 to: Term 4	
Teachers investigate and develop consistent student feedback strategies to introduce to their students, based on the work of Glen Pearsall.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	
Students are taught the strategies of providing feedback by their teachers, revisiting these periodically.	Teacher(s)		from: Term 2 to: Term 3	

The CARS reading assessment is undertaken by students in Term 1 and Term 3.	Teacher(s)		from: Term 1 to: Term 3	
Teachers will work with students to analyse their results from CARS assessment.	Teacher(s)		from: Term 1 to: Term 3	
Students to plot their CARS assessment results on a spreadsheet and monitor their progress.	Teacher(s)		from: Term 1 to: Term 3	
Teachers measure their effect size (impact) on teaching reading comprehension using the CARS assessment.	PLT Leaders		from: Term 3 to: Term 3	

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FISO Initiative	Building practice excellence			
KIS 3	Incorporate high quality use of digital and design technologies to equip students to be socially competent global citizens.			
Actions	- To develop teacher knowledge of the Design and Technologies, and the Digital Technologies aspects of the Victorian Curriculum.			
Evidence of impact	- Teacher planning and term overviews to include links and references to the Technologies domain of the Victorian Curriculum. - Teachers report to parents on the Technologies domain of the Victorian Curriculum.			
Activities and Milestones	Who	Is this a PL Priority?	When	Budget
Provide workshops to teachers on the Technologies domain of the Victorian Curriculum.	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	
Planning Day agendas to include planning for the delivery of the Technologies domain of the Victorian Curriculum.	Leadership Team		from: Term 1 to: Term 4	
Teacher work programs regularly include instruction and activities related to the Technologies domain of the Victorian Curriculum.	Teacher(s)		from: Term 2 to: Term 4	
The Technologies domain of the Victorian Curriculum will be assessed and reported as part of the bi-annual reporting cycle.	Teacher(s)		from: Term 2 to: Term 4	

Goal 2	To increase the learning growth of every student by implementing and embedding a viable, documented curriculum.			
12 month target 2.1	<p>90% of Foundation students to progress an average of three Fountas and Pinnell reading levels from February 2018 to December 2018. Currently: 94% of students (Non EAL) in Foundation have progressed at least 3 Fountas and Pinnell reading levels from February 2018 to December 2018.</p> <p>90% of Year 1 and Year 2 students to progress an average of four Fountas and Pinnell reading levels from February 2018 to December 2018. Currently: 97% of students in Year 1 and Year 2 have progressed at least 4 Fountas and Pinnell reading levels From February 2017 to December 2017.</p> <p>90% of Year 3 and Year 4 students to progress an average of four Fountas and Pinnell reading levels from February 2018 to December 2018. Currently: 80.2% of students in Year 3 and Year 4 have progressed at least 4 Fountas and Pinnell reading levels from February 2018 to December 2018.</p>			
FISO Initiative	Curriculum planning and assessment			
KIS 1	Embed the Victorian Curriculum into teaching practice.			
Actions	<ul style="list-style-type: none"> - To develop a whole school curriculum mapping document for each year level. - To develop teacher consistency to deliver the Victorian Curriculum. 			
Evidence of impact	- All teaching teams have completed a comprehensive overview of the areas of learning focus for each term, for each year level.			
Activities and Milestones	Who	Is this a PL Priority?	When	Budget
Information is provided to teachers on the purpose of the overview template and how to complete the template.	Leading Teacher(s)		from: Term 1 to: Term 1	
Planning days are allocated to teachers in Term 1, Term 2 and Term 3 to complete the templates with their Year Level Team.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$4,560.00
Review the curriculum overviews to ensure that learning areas are addressed and sequential, adjusting where necessary.	Leadership Team		from: Term 4 to: Term 4	

Goal 2	To increase the learning growth of every student by implementing and embedding a viable, documented curriculum.			
12 month target 2.1	<p>90% of Foundation students to progress an average of three Fountas and Pinnell reading levels from February 2018 to December 2018. Currently: 94% of students (Non EAL) in Foundation have progressed at least 3 Fountas and Pinnell reading levels from February 2018 to December 2018.</p> <p>90% of Year 1 and Year 2 students to progress an average of four Fountas and Pinnell reading levels from February 2018 to December 2018. Currently: 97% of students in Year 1 and Year 2 have progressed at least 4 Fountas and Pinnell reading levels From February 2017 to December 2017.</p> <p>90% of Year 3 and Year 4 students to progress an average of four Fountas and Pinnell reading levels from February 2018 to December 2018. Currently: 80.2% of students in Year 3 and Year 4 have progressed at least 4 Fountas and Pinnell reading levels from February 2018 to December 2018.</p>			
FISO Initiative	Curriculum planning and assessment			
KIS 4	Build teacher capacity to identify, monitor and track student progress using summative assessment.			
Actions	<ul style="list-style-type: none"> - To develop teacher knowledge and understanding of the purpose and implementation of summative assessment practices. - To develop a comprehensive student data analysis tool to record results of summative assessment. 			
Evidence of impact	<ul style="list-style-type: none"> - All teachers complete and meet the deadlines for the 2018 Assessment Schedule. - All teachers undertake summative assessment tasks in all areas of Literacy. - All teachers enter student data on the analysis tool. 			
Activities and Milestones	Who	Is this a PL Priority?	When	Budget
All teachers trained by the teacher qualified in Reading Recovery in undertaking Running Records and Writing Analysis during unallocated teaching time.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$1,520.00
All teachers released to undertake Literacy Assessment for each student in their classes.	Teacher(s)		from: Term 1 to: Term 1	\$4,940.00
All teachers are provided professional learning on summative assessment, with examples provided during staff forums.	Leading Teacher(s)		from: Term 1 to: Term 1	
The school to implement an online tracking tool for teachers to input student assessment results.	Assistant Principal		from: Term 1 to: Term 4	

Professional Learning and Development Plan - 2018

Abbotsford Primary School (1886)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
The school engages a Literacy consultant/coach to provide teacher workshops on effective Speaking and Listening strategies.	Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Lisa Keskinen	<input checked="" type="checkbox"/> On-site
The Literacy consultant/coach to work in classrooms with teachers on building their capacity to teach Speaking and Listening strategies.	Assistant Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Lisa Keskinen	<input checked="" type="checkbox"/> On-site
A classroom teacher will be released to undertake 20 days of professional learning in Reading Recovery.	Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Reading Recovery Training	<input checked="" type="checkbox"/> Off-site Reading Recovery Training Centre
A classroom teacher will undertake the Reading Recovery course.	Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants Reading Recovery	<input checked="" type="checkbox"/> Off-site Reading Recovery Training Centre

Teachers undertake three classroom observations per term, beginning in Term 3, with a focus on Literacy sessions.	Leadership Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Teachers investigate and develop consistent student feedback strategies to introduce to their students, based on the work of Glen Pearsall.	Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Glen Pearsall	<input checked="" type="checkbox"/> On-site
Provide workshops to teachers on the Technologies domain of the Victorian Curriculum.	Curriculum Co-ordinator (s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Planning days are allocated to teachers in Term 1, Term 2 and Term 3 to complete the templates with their Year Level Team.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
All teachers trained by the teacher qualified in Reading Recovery in undertaking Running Records and Writing Analysis during unallocated teaching time.	Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

Documents that support the plan

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

Dimension 2

[2017 Assessment Schedule.pdf \(0.06 MB\)](#)

[Lesson Design Model_Chinese.pdf \(0.24 MB\)](#)

[Lesson Design Model_English.pdf \(0.18 MB\)](#)

Dimension 3

[Lesson Design including strategies.pdf \(0.35 MB\)](#)

Dimension 6

[2017 Roles and Responsibilities \(1\).pdf \(0.14 MB\)](#)

Dimension 8

[Vision and expectations.pdf \(0.21 MB\)](#)