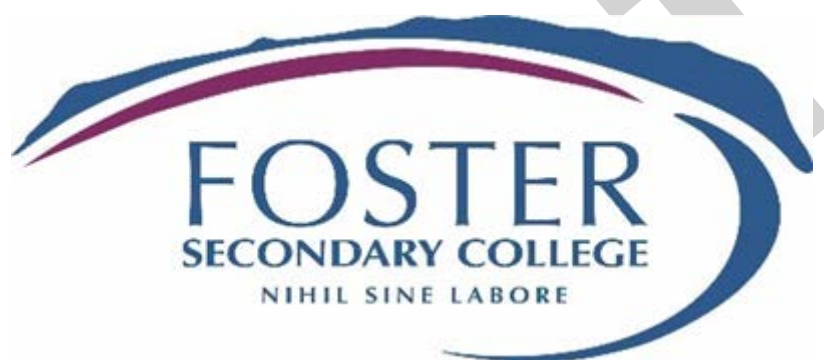


# 2018 Annual Implementation Plan

## for improving student outcomes

Foster Secondary College (7845)



Submitted for review by Matt Mcphee (School Principal) on 15 November, 2017 at 12:51 PM  
Endorsed by Shane Wainwright (Senior Education Improvement Leader) on 22 November, 2017 at 02:52 PM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2018

Foster Secondary College (7845)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>	<b>Evidence and Analysis</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Evolving	Staff PDP plans had common goals around PLT work and staff were asked to align PD with these goals. Admin considered these when approving PD applications. The PLTs in our school are operating in line with the ethos of the DuFour 'Learning by Doing' work
	Curriculum planning and assessment	Embedding	The first semester of PLT work was focused predominantly on completing the work on a 'guaranteed and viable curriculum' using the mandated FSC curriculum template and housed using common file protocols in Google Drive. The documents included CATs and differentiation where applicable. It is planned going forward that the HITs strategies will also appear where relevant
	Evidence-based high-impact teaching strategies	Emerging	
	Evaluating impact on learning	Emerging	

<b>Professional leadership</b>	Building leadership teams	Embedding	
	Instructional and shared leadership	Evolving	
	Strategic resource management	Excelling	
	Vision, values and culture	Embedding	

<b>Positive climate for learning</b>	Empowering students and building school pride	Embedding	
	Setting expectations and promoting inclusion	Embedding	
	Health and wellbeing	Embedding	
	Intellectual engagement and self-awareness <input type="checkbox"/>	Emerging	

<b>Community engagement in learning</b>	Building communities	Embedding	
	Global citizenship	Evolving	
	Networks with schools, services and agencies <input type="checkbox"/>	Excelling	
	Parents and carers as partners	Embedding	

<b>Enter your reflective comments</b>	Not Applicable
<b>Considerations for 2019</b>	Not Applicable
<b>Documents that support this plan</b>	

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Foster Secondary College (7845)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
			Outline what you want achieve in the next 12 months against your Strategic Plan target.	

<p>To improve individual learning outcomes for all students by investigating and implementing evidence based, high level teacher practices.</p>	<p>More than 70% of students in each VCE subject will achieve a higher score than that predicted by the GAT with 10% achieving a study score at or above 40. 20% of students in every class will receive an A or a B and at least 80% will show one year's growth or greater in assessment of the Victorian Curriculum over 12 months. 80% of Year 9 students will achieve scores in the High or Medium Relative Growth bands in NAPLAN Reading and Writing results.</p>	<p>Yes</p>	<p>75% of students in all individual year 12 studies will exceed predicted levels of achievement, as determined by the GAT</p> <p>90% of Year 9 students will achieve scores in the High or Medium Relative Growth bands in NAPLAN Reading</p> <p>80% of Year 9 students will achieve scores in the High or Medium Relative Growth bands in NAPLAN Writing results</p>	<p>Building practice excellence</p>
<p>To set high expectations and develop a culture of high aspiration within the whole college community.</p>	<p>SATSS data will show student motivation to have improved from the 58th percentile to above the 70th percentile and connectedness to school maintained above the 75th percentile. 20% of each year level achieve at or above 9.5 on the SPR and earning 'Gippy Maroons' 20% of Year 7-10 students earn Excellence awards at presentation evening (standardised level of 5 on Semester Reports where A = 2 and B = 1). Parent Opinion Survey results will show a response rate greater than 60% and general satisfaction will be in the 70th percentile</p>	<p>No</p>	<p>Address the discrepancy between girls and boys in terms of these two measures. SATSS data will show boys' motivation and connectedness to school to have improved to above the 50th percentile.</p>	

<p>To improve the motivation, engagement and attendance of all students.</p>	<p>Improve SATSS results for school connectedness to be at or above the state mean over the four years of the School Strategic Plan.  Improved SATSS results for male motivation to be at or above the state mean over the four years of the plan.  Improved male Student Productivity Reports from 20% to 50% of award recipients.  Improve the retention rate of students through to the end of Year 12 from 65% to above 75%  Overall attendance rate to meet the state  Less than 5% unexplained absence rate.</p>	<p>Yes</p>	<p>SATSS data will show boys' connectedness to school to have improved to above the 50th percentile.</p>	<p>Empowering students and building school pride</p>
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<p><b>Improvement Initiatives Rationale</b></p>
<p>These initiatives resulted from discussions with the SEIL and two SIT team planning sessions.</p>

<p><b>Goal 1</b></p>	<p>To improve individual learning outcomes for all students by investigating and implementing evidence based, high level teacher practices.</p>
<p><b>12 month target 1.1</b></p>	<p>75% of students in all individual year 12 studies will exceed predicted levels of achievement, as determined by the GAT  90% of Year 9 students will achieve scores in the High or Medium Relative Growth bands in NAPLAN Reading  80% of Year 9 students will achieve scores in the High or Medium Relative Growth bands in NAPLAN Writing results</p>
<p><b>FISO Initiative</b></p>	<p>Building practice excellence</p>

<b>Key Improvement Strategies</b>	
KIS 1	Build staff efficacy and practice excellence.
KIS 2	Research, develop and implement a consistently applied college Instructional Model (IM) that employs the High Impact Teaching (HITs) strategies

<b>Goal 2</b>	To set high expectations and develop a culture of high aspiration within the whole college community.
<b>FISO Initiative</b>	
<b>Key Improvement Strategies</b>	

<b>Goal 3</b>	To improve the motivation, engagement and attendance of all students.
<b>12 month target 3.1</b>	SATSS data will show boys' connectedness to school to have improved to above the 50th percentile.
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategies</b>	
KIS 1	Embed and review a range of actions to encourage better attendance including parent explained absence.
KIS 2	Embed and review a consistent feedback approach across the college to improve student learning.

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

## Foster Secondary College (7845)

<b>Goal 1</b>	To improve individual learning outcomes for all students by investigating and implementing evidence based, professional learning.	
<b>12 month target 1.1</b>	75% of students in all individual year 12 studies will exceed predicted levels of achievement, as determined by NAPLAN 90% of Year 9 students will achieve scores in the High or Medium Relative Growth bands in NAPLAN Reading 80% of Year 9 students will achieve scores in the High or Medium Relative Growth bands in NAPLAN Writing	
<b>FISO Initiative</b>	Building practice excellence	
<b>Key Improvement Strategy 1</b>	Build staff efficacy and practice excellence.	
Actions	Rollout new Learning Specialist position (with appropriate time allowance). The Learning Specialist will teach professional learning. Introduce formal Peer Observations and staff feedback sessions as expected elements of staff PDPs. Update FSC PDP Teacher Guide Learning Specialist to drive specific and targeted PD program for all staff (Professional Learning Days) to build professional learning.	
Evidence of impact	A formal Peer Observation Program is in place that includes designated time for staff feedback sessions Staff will complete two formal peer observations and reflect on their feedback within the PDP process. All staff have self-identified (with support) specific areas for development that address AIP Goals and meet the needs of their students. Students will understand the purpose of the Peer Observation processes implemented across the school. SOS data will show 'Professional Learning through peer observations' to be at or above the state average for the year.	
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Project?</b>
The college will endeavour to build a culture of continuous learning. Students will see teachers building their skills in a collaborative way, in	School Improvement Team	<input checked="" type="checkbox"/> Yes



<p>effect modelling team work and sharing in a positive way.</p> <p>Students will see that staff is united and classroom 'consistency' in expectations and management for teachers will become more obvious.</p> <p>The College Leaders will use the school website and Facebook page to ensure the school community are kept aware of the collaborative work of staff and the resultant high performance data.</p>	
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<b>Goal 1</b>	To improve individual learning outcomes for all students by investigating and implementing evidence based, high level teacher practices.
<b>12 month target 1.1</b>	<p>75% of students in all individual year 12 studies will exceed predicted levels of achievement, as determined by the GAT</p> <p>90% of Year 9 students will achieve scores in the High or Medium Relative Growth bands in NAPLAN Reading</p> <p>80% of Year 9 students will achieve scores in the High or Medium Relative Growth bands in NAPLAN Writing results</p>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 2</b>	Research, develop and implement a consistently applied college Instructional Model (IM) that employs the High Impact Teaching (HITs) strategies
Actions	<p>Create new PLC Leader position and roll out Learning Specialist position</p> <p>Formalise SGSST&amp;LN Community of Practice and include participation in role descriptions for PLC Leader and Learning Specialist</p> <p>Embed High Impact Teaching Strategies in the development of a college Instructional Model (PLC Leader to drive)</p> <p>Embed HITs in classroom practice (PLC Leader along with PLT Leaders to drive)</p> <p>Curriculum templates to be updated and edited to include HITs where appropriate and student feedback sessions in timelines</p> <p>Targeted strategies to engage and motivate boys to be investigated and included where appropriate in curriculum templates</p>
Evidence of impact	<p>PLC Leader and LS will:</p> <p>PLC Leader and Learning Specialist attendance at SGSST&amp;LN Community of Practice meetings are occurring at least once a term</p> <p>Teachers will:</p>

	<p>show evidence of the use of HITs in their curriculum documentation          be able to show evidence of the use of HITs at their end cycle PDP reviews          Participate in the development of the College Instructional Model to ensure they have ownership          SOS data will show:          'Use pedagogical model' to be at or above the state average for secondary schools (2017 - 50th percentile).          'Seek feedback to improve practice' to be at or above the state average for secondary schools (2017 - 46th percentile).</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
PLC Leader & Learning Specialist will be given time to undertake PD and research about the best practice in engaging and motivating boys	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$29,000.00 <input type="checkbox"/> Equity funding will be used
PLC Leader & Learning Specialist will present to staff and LS will model strategies that have been presented for staff to observe.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used
Boys will be surveyed on their motivation and engagement randomly through-out the year to investigate discrepancies in subjects, teachers, activities etc.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To improve the motivation, engagement and attendance of all students.
<b>12 month target 2.1</b>	SATSS data will show boys' connectedness to school to have improved to above the 50th percentile.
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategy 1</b>	Embed and review a range of actions to encourage better attendance including parent explained absence.
Actions	Embed and review a range of actions to encourage better attendance including parent explained absence. Create a reward system to encourage higher attendance rates at College events (excursions, camps, extracurricular activities)

	Embed and review the new approach to absence notification - Parent responsibility - Only via Parent Portal in Compass SWC to telephone parents when students have 5 or more unexplained absences to request they update Compass			
Evidence of impact	<p>Parents will: make less phone calls to school to report absence. send less letters to Yr level Coordinators regarding absence require less school support to use Compass to record absences be more comfortable and familiar with the functionality of Compass.</p> <p>The school will: Have more accurate attendance data. Attitudes to attendance for boys will improve to be in at least the third quartile and remain in the fourth quartile for girls Overall attendance data to meet the state average Improved Parent satisfaction with school due to positive language utilised for activities / rewards.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Student Attendance will be more accurate with improved absence recording strategies	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Parent use of Compass Portal will become better with more frequent use and familiarity with capacity	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
College will see better attendance from students as extra-curricular activities become 'rewards' for good attendance rather than punishments for poor attendance  Positive language will be implemented across the school regarding attendance as well as feedback and reporting.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To improve the motivation, engagement and attendance of all students.			
<b>12 month target 2.1</b>	SATSS data will show boys' connectedness to school to have improved to above the 50th percentile.			
<b>FISO Initiative</b>	Empowering students and building school pride			
<b>Key Improvement Strategy 2</b>	Embed and review a consistent feedback approach across the college to improve student learning.			
Actions	<p>Obtain agreed commitment and build teacher capacity to deliver a continuous reporting cycle that shows student progress on CATS in all subjects every six weeks</p> <p>All staff provide 1 on 1 Feedback to students based on most recent SPR and academic performance on CATS</p> <p>All staff to contribute to the development of an agreed feedback proforma for use during 1 on 1 feedback sessions to students</p> <p>Use 1 on 1 Feedback approach to build optimism, resilience and self-efficacy.</p>			
Evidence of impact	<p>Teachers will: Introduce a Continuous Reporting Program using Compass Learning Tasks. These will be published approximately every six weeks to students and parents.</p> <p>Feedback to students will include one to one feedback sessions about Learning Behaviours and Productivity.</p> <p>Students will be able to articulate their learning strengths and weaknesses while also being accountable for implementing feedback advice for the next Learning Task.</p> <p>Staff use of a consistent Feedback approach.</p> <p>Improved SPR data as students are more aware of what is required to achieve better results.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Continuous Reporting Program introduced from the beginning of 2018.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

One to One Feedback sessions will be conducted with every student after SPR publication. Staff will use a consistent Feedback document to ensure students are using common language	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
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## Professional Learning and Development Plan - 2018

Foster Secondary College (7845)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>The college will endeavour to build a culture of continuous learning. Students will see teachers building their skills in a collaborative way, in effect modelling team work and sharing in a positive way.</p> <p>Students will see that staff is united and classroom 'consistency' in expectations and management for teachers will become more obvious.</p> <p>The College Leaders will use the school</p>	School Improvement Team	from: Term 1 to: Term 4	<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"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" 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 type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" 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 checked="" type="checkbox"/> School improvement partnerships <input type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site <input type="checkbox"/> Off-site

<p>website and Facebook page to ensure the school community are kept aware of the collaborative work of staff and the resultant high performance data.</p>					<ul style="list-style-type: none"> <li><input type="checkbox"/> Literacy Leaders</li> <li><input type="checkbox"/> Maths/Sci Specialist</li> <li><input type="checkbox"/> External consultants</li> </ul>	
<p>PLC Leader &amp; Learning Specialist will be given time to undertake PD and research about the best practice in engaging and motivating boys</p>	<p>School Improvement Team</p>	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input type="checkbox"/> Preparation</li> <li><input type="checkbox"/> Design of formative assessments</li> <li><input type="checkbox"/> Moderated assessment of student learning</li> <li><input type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input type="checkbox"/> Formalised PLC/PLTs</li> <li><input type="checkbox"/> Individualised Reflection</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Whole School Student Free Day</li> <li><input type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input type="checkbox"/> Timetabled Planning Day</li> <li><input type="checkbox"/> Network Professional Learning</li> <li><input checked="" type="checkbox"/> Communities of Practice</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SEIL</li> <li><input type="checkbox"/> VCAA Curriculum Specialist</li> <li><input type="checkbox"/> Primary Mathematics and Science specialists</li> <li><input type="checkbox"/> Literacy expertise</li> <li><input type="checkbox"/> PLC Initiative</li> <li><input type="checkbox"/> Teaching partners</li> <li><input type="checkbox"/> Leadership partners</li> <li><input checked="" type="checkbox"/> School improvement partnerships</li> <li><input type="checkbox"/> Internal staff</li> <li><input type="checkbox"/> Subject association</li> <li><input type="checkbox"/> Bastow program/course</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> <li><input type="checkbox"/> Maths/Sci Specialist</li> <li><input type="checkbox"/> External consultants</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> <li><input type="checkbox"/> Off-site</li> </ul>

<p>PLC Leader &amp; Learning Specialist will present to staff and LS will model strategies that have been presented for staff to observe.</p>	<p>Leading Teacher(s)</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Planning</li> <li><input type="checkbox"/> Preparation</li> <li><input type="checkbox"/> Design of formative assessments</li> <li><input type="checkbox"/> Moderated assessment of student learning</li> <li><input type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input type="checkbox"/> Formalised PLC/PLTs</li> <li><input type="checkbox"/> Individualised Reflection</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Whole School Student Free Day</li> <li><input type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input type="checkbox"/> Timetabled Planning Day</li> <li><input type="checkbox"/> Network Professional Learning</li> <li><input checked="" type="checkbox"/> Communities of Practice</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SEIL</li> <li><input type="checkbox"/> VCAA Curriculum Specialist</li> <li><input type="checkbox"/> Primary Mathematics and Science specialists</li> <li><input type="checkbox"/> Literacy expertise</li> <li><input type="checkbox"/> PLC Initiative</li> <li><input type="checkbox"/> Teaching partners</li> <li><input type="checkbox"/> Leadership partners</li> <li><input type="checkbox"/> School improvement partnerships</li> <li><input type="checkbox"/> Internal staff</li> <li><input type="checkbox"/> Subject association</li> <li><input type="checkbox"/> Bastow program/course</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> <li><input type="checkbox"/> Maths/Sci Specialist</li> <li><input type="checkbox"/> External consultants</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> <li><input type="checkbox"/> Off-site</li> </ul>
<p>Boys will be surveyed on their motivation and engagement randomly through-out the year to investigate discrepancies in subjects, teachers, activities etc.</p>	<p>Leading Teacher(s)</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Planning</li> <li><input type="checkbox"/> Preparation</li> <li><input type="checkbox"/> Design of formative assessments</li> <li><input type="checkbox"/> Moderated assessment of student learning</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Whole School Student Free Day</li> <li><input type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SEIL</li> <li><input type="checkbox"/> VCAA Curriculum Specialist</li> <li><input type="checkbox"/> Primary Mathematics and Science specialists</li> <li><input type="checkbox"/> Literacy expertise</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> <li><input type="checkbox"/> Off-site</li> </ul>

			<input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> PLC Initiative <input checked="" 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 checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist <input type="checkbox"/> External consultants	
Continuous Reporting Program introduced from the beginning of 2018.	School Improvement Team	from: Term 1 to: Term 2	<input checked="" 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"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development	<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 checked="" type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input checked="" 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 checked="" type="checkbox"/> Leadership partners <input type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site <input type="checkbox"/> Off-site



			<input type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input type="checkbox"/> Individualised Reflection		<input type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist <input type="checkbox"/> External consultants	
<p>One to One Feedback sessions will be conducted with every student after SPR publication. Staff will use a consistent Feedback document to ensure students are using common language</p>	<p>PLT Leaders</p>	<p>from: Term 1 to: Term 4</p>	<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"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" 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 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 checked="" 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 checked="" type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site <input type="checkbox"/> Off-site

					<input type="checkbox"/> Maths/Sci Specialist <input type="checkbox"/> External consultants	
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**Documents that support the plan**

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

Draft