

2018 Annual Implementation Plan

for improving student outcomes

Kororoit Creek Primary School (5499)



Submitted for review by Bethany Saunders (School Principal) on 19 December, 2017 at 11:09 AM

Endorsed by Tony Simpson (Senior Education Improvement Leader) on 19 December, 2017 at 11:48 AM

Endorsed by George Lepa (School Council President) on 02 February, 2018 at 01:54 PM

Self-evaluation Summary - 2018

Kororoit Creek Primary School (5499)

	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	Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Evolving moving towards Embedding

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

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

Enter your reflective comments	<p>We have continued to reflect on our practice at KCPS and have revised our strategies to support differentiated teaching and Learning Excellence in learning and teaching -Refining KCPS Coaching model and ensuring the coaching across the school is determined based on student evidence and data. -reviewed consultants professional learning across the school. - Professional Learning supporting the implementation of the High Impact Teaching strategies - Professional Learning to support the Implementation of our data analysis processes and protocols. - Middle level leaders attended professional learning around Professional Learning Communities through the Department of Education and Bastow - Design and Development of new KCPS Numeracy Continuum - Differentiated Whole school Professional Learning based on student data and evidence- run by school based staff as well as external Consultants (AIP, SASS, NAPLAN) Professional Leadership-</p>
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	<ul style="list-style-type: none"> -Support Professional Learning for middle level leaders through differentiated coaching model -building capacity of leadership team- internal and external coaches- focus on development and delivery of curriculum Community engagement in Learning/Positive Climate for Learning- - School leadership team attended CoP with Zita Pinda -Developed working party to focus on reducing lateness -Employed an attendance officer to roll out the procedures and protocols developed by the leadership team to support improved attendance - developed student and teacher focus groups to gain a better understanding of where we can improve as a school community.
Considerations for 2019	<ul style="list-style-type: none"> -Building Student Agency and Voice- Putting into place actions from student focus groups (Students having input into planning, connecting with teachers in their year level, revisiting the student leadership roles and SRC) -Implementations of Professional Learning Communities- building teacher understanding around what an effective PLC looks like and how to go through the Inquiry Cycle -Continued implementation of High Impact Teaching Strategies through Coaching Model -Numeracy focus- Development of Numeracy Intervention Program and Roll out of new KCPS Numeracy Developmental Continuum. -Attendance Working party to continue to focus on lateness and absenteeism -20 new staff employed at the school in 2018 -Individual Learning Plans to be developed for students achieving in the top 2% in each learning cycle (Approximately 26 students) to ensure differentiated curriculum is supporting both ends of the continuum.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Kororoit Creek Primary School (5499)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for	12 month target	FISO initiative

		focus this year?	Outline what you want achieve in the next 12 months against your Strategic Plan target.	
To improve the learning outcomes of all students in all learning areas and in particular increase the learning growth of those students in the lowest and highest learning bands	NAPLAN and Victorian Curriculum F-10 - NUMERACY <ul style="list-style-type: none"> To reduce the proportion of students in the lowest NAPLAN bands in Numeracy To increase the proportion of students in the highest bands in Numeracy in NAPLAN Minimum 25% in the top two bands for numeracy in Years 3 & 5 To increase the % of students in the A and B grades for the Victorian Curriculum F-10 in Numeracy To reduce the % of students with D and E grades for Victorian Curriculum F-10 in Numeracy 	Yes	To reduce the proportion of students in the lowest bands by 2%, and maintain or improve the percentage of students achieving in the top two bands in NAPLAN Numeracy.	Building practice excellence
	NAPLAN and Victorian Curriculum F-10 - READING <ul style="list-style-type: none"> To reduce the proportion of students in the lowest NAPLAN bands in Reading To increase the proportion of students in the highest bands in Reading in NAPLAN 	Yes	To reduce the proportion of students in the lowest bands by 2%, and maintain or improve the percentage of students achieving in the top two bands in NAPLAN Reading.	Building practice excellence

	<ul style="list-style-type: none"> • Minimum 25% in the top two bands for Reading in Years 3 & 5 • To increase the % of students in the A and B grades for the Victorian Curriculum F-10 in Reading • To reduce the % of students with D and E grades for Victorian Curriculum F-10 in Reading 			
	<p>NAPLAN and Victorian Curriculum F-10 - WRITING</p> <ul style="list-style-type: none"> • To reduce the proportion of students in the lowest NAPLAN bands in Writing • To increase the proportion of students in the highest bands in Writing in NAPLAN • Minimum 25% in the top two bands for writing in Years 3 & 5 • To increase the % of students in the A and B grades for the Victorian Curriculum F-10 in Writing • To reduce the % of students with D and E grades for Victorian Curriculum F-10 in Writing 	Yes	To reduce the proportion of students in the lowest bands by 2%, and maintain or improve the percentage of students achieving in the top two bands in NAPLAN Writing.	Building leadership teams
For all students to become highly engaged and highly motivated learners	<p>Student Attitudes to School Survey</p> <p>Annual improvement in the following survey items:</p>	Yes	Improvement in: Student Voice and Agency (SASS)	Evidence-based high-impact teaching strategies

	<ul style="list-style-type: none"> • Learning confidence o Student Motivation • Stimulating Learning School Staff Survey <p>Meet or exceed the State Staff Opinion Survey scores for the item: School staff believe they have the necessary skills, expertise and resources to successfully educate students.</p> <ul style="list-style-type: none"> • Collective efficacy • Academic emphasis 			
<p>To strengthen parental and student engagement and perceptions of the school</p>	<p>Student Attitudes to school survey Maintain and/or improve scores to at or above State and School Type means for the following items:</p> <ul style="list-style-type: none"> • Student Connectedness: 5.91 • Student Motivation: 5.80 • School Connectedness: 5.96 <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> • Maintain and/or improve scores to at or above State and School Type means for the following item: • Improve parents' sense of engagement with the school • Student Absence • Reduce whole school student absence rate by a minimum of 1.94 days across the school • Reduce the number of students with chronic absence by 50% 	<p>Yes</p>	<p>Improvement In: Student Connectedness (SASS) Student Motivation (SAAS) School Connectedness (PoS)</p>	<p>Empowering students and building school pride</p>

Improvement Initiatives Rationale
<p>1. Numeracy - School performance report - renew - static over time and requires renewed effort to be high performing Foundation for change - new continuums, problem based learning, increased coaching support, new intervention programme, PLCs</p> <p>2. Foundations established: HITS, PYP context, Rubrics of Understanding, Resilience Project, Pivot, PLCs</p> <p>3. Data POS, 2017 work on attendance and homework</p>

Goal 1	To improve the learning outcomes of all students in all learning areas and in particular increase the learning growth of those students in the lowest and highest learning bands
12 month target 1.1	To reduce the proportion of students in the lowest bands by 2%, and maintain or improve the percentage of students achieving in the top two bands in NAPLAN Numeracy.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Implementation of a mathematics continuum to support differentiated and individualised pedagogy and assessment in Numeracy.
12 month target 1.2	To reduce the proportion of students in the lowest bands by 2%, and maintain or improve the percentage of students achieving in the top two bands in NAPLAN Reading.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Develop Effective Professional Learning Communities across the school
12 month target 1.3	To reduce the proportion of students in the lowest bands by 2%, and maintain or improve the percentage of students achieving in the top two bands in NAPLAN Writing.

FISO Initiative	Building leadership teams
Key Improvement Strategies	
KIS 1	Develop Effective Professional Learning Communities across the school

Goal 2	For all students to become highly engaged and highly motivated learners
12 month target 2.1	Improvement in: Student Voice and Agency (SASS)
FISO Initiative	Evidence-based high-impact teaching strategies
Key Improvement Strategies	
KIS 1	Explicitly develop and implement opportunities for increased student voice and agency across the school.

Goal 3	To strengthen parental and student engagement and perceptions of the school
12 month target 3.1	Improvement In: Student Connectedness (SASS) Student Motivation (SAAS) School Connectedness (PoS)
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Leading Teacher role to have a focus on to building School pride and School Connectedness.
KIS 2	Embed strategies designed by Leadership team and implemented through dedicated Attendance officer.

Define Evidence of Impact and Activities and Milestones - 2018

Kororoit Creek Primary School (5499)

Goal 1	To improve the learning outcomes of all students in all learning areas and in particular increase the learning growth of those students in the lowest and highest learning bands
12 month target 1.1	To reduce the proportion of students in the lowest bands by 2%, and maintain or improve the percentage of students achieving in the top two bands in NAPLAN Numeracy.
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Implementation of a mathematics continuum to support differentiated and individualised pedagogy and assessment in Numeracy.
Actions	<p>Refine, review and roll out Mathematics Developmental Continuum for improved student tracking and differentiation</p> <p>Scaffolding teacher use of the school's scope documents for planning.</p> <p>Develop and implement numeracy intervention program to move students out of the lowest of cohorts with a focus on Number and Algebra in Years 2 and 4.</p> <p>Increase and enrich teacher knowledge and practice through coaching by connecting Mathematical thinking to STEAM learning areas.</p> <p>Increase and enrich teacher knowledge and practice in the Pedagogical Framework through school wide coaching model</p> <p>Ongoing rollout of Problem Solving Model and Instructional Model (including HITS) developed by KCPS.</p> <p>Implementation of HITS- which are to be embedded within classroom practice across the school.</p> <p>Develop teacher content knowledge through PLC process. (including the identification of misconceptions)</p>
Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> - Can reflect on and apply targeted feedback to advance their own learning - Can understand and self assess their progress and articulate what they need to learn next - Experience increased levels of engagement in maths lessons <p>TEACHERS:</p> <ul style="list-style-type: none"> - Confident use of data tracking tool to inform planning and differentiation - Explicit teaching based on student data - Use of continuum to determine inquiry questions for PLCs - Plan and deliver structures lessons in line with our Pedagogical Framework - Demonstrate a deep knowledge of common maths misconceptions and how to address these in student learning

	<ul style="list-style-type: none"> - Use two-way feedback to assist students to advance their own learning <p>LEADERS:</p> <ul style="list-style-type: none"> - Successful resource allocation for Numeracy Intervention Programme -Coordination and allocation of coaching within the school as needed. -
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Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Rollout Numeracy Continuum to support Victorian Curriculum has been developed by Consultant and key staff	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$8,800.00 <input checked="" type="checkbox"/> Equity funding will be used
Numeracy Coach is employed to coach in classrooms and provide PL to teachers after school Numeracy Coach is employed to work with teachers and team leaders to develop STEAM program	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$75,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Development of Numeracy Intervention Program - two support staff employed to be trained in program	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Within the KCPS Pedagogical Framework maintaining rigour and knowledge development within the Problem solving model and supporting staff professional learning of the Instructional Model.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To improve the learning outcomes of all students in all learning areas and in particular increase the learning growth of those students in the lowest and highest learning bands
12 month target 1.2	To reduce the proportion of students in the lowest bands by 2%, and maintain or improve the percentage of students achieving in the top two bands in NAPLAN Reading.

FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Develop Effective Professional Learning Communities across the school			
Actions	Professional Learning for team leaders- how to lead an effective PLC Professional Learning for all staff- what does an effective PLC look like ? Protected time in the timetable for teams to work together Coaching model to support implementation of HITS External Consultants- Focussing on Reading 20 days Levelled Literacy Intervention Program- targeting specific students Leadership model to build capacity of team leaders Professional Learning for staff focussing quality classroom libraries Expansion of non-fiction texts to improve the breadth of student immersive reading experiences			
Evidence of impact	STUDENTS: - Students articulating reading goals and evidence - Students can reflect on their reading goals TEACHERS: - Confident use of data tracking tool to inform planning and differentiation - Confident use of data to determine goals and problems of practice. - Consistent protocols developed - Consistent template to record PLC inquiry cycle - Explicit teaching based on student data - Use of continuum to determine inquiry questions for PLCs - Teachers to see themselves as researchers LEADERS: - Successful resource allocation for Levelled Literacy Intervention - Evidence of front loading team leaders in team leader planning -Coaching Allocation- internal and external			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Professional Learning for team leaders- how to lead an effective PLC	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional Learning for all staff- what does an effective PLC look like ?	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Employment of external literacy consultants- Focussing on Reading (40 days)	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$40,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To improve the learning outcomes of all students in all learning areas and in particular increase the learning growth of those students in the lowest and highest learning bands
12 month target 1.3	To reduce the proportion of students in the lowest bands by 2%, and maintain or improve the percentage of students achieving in the top two bands in NAPLAN Writing.
FISO Initiative	Building leadership teams
Key Improvement Strategy 1	Develop Effective Professional Learning Communities across the school
Actions	Professional Learning for team leaders- how to lead an effective PLC Leadership model to build capacity of team leaders through Professional Learning Professional Learning for all staff- what does an effective PLC look like ? Protected time in the timetable for teams to work together Coaching model to support implementation of HITS External Consultants- Focussing on Reading 20 days Levelled Literacy Intervention Program- targeting specific students Misty Adoniou employed for 3 days to work with staff on grammar and punctuation Roll out of KCPS Spelling Scope and sequence Professional learning around effective Writing Conferences Continued development of planning documentation

Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> - Students articulating reading goals and evidence -Students can reflect on their reading goals - Students have ownership over their classroom libraries -Students can talk about thier favourite authors and texts <p>TEACHERS:</p> <ul style="list-style-type: none"> - Confident use of data tracking tool to inform planning and differentiation - Confident use of data to determine goals and problems of practice. - Consistent protocols developed - Consistent template to record PLC inquiry cycle - Explicit teaching based on student data - Use of continuum to determine inquiry questions for PLCs - Teachers to see themselves as researchers <p>LEADERS:</p> <ul style="list-style-type: none"> - Successful resource allocation for Levelled Literacy Intervention - Evidence of front loading team leaders in team leader planning -Allocating of coaching- internal and external 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Professional Learning for team leaders- how to lead an effective PLC	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to:	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional Learning for all staff- what does an effective PLC look like ?	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Employment of external literacy consultant- Focussing on Writing (40 days)	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$40,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	For all students to become highly engaged and highly motivated learners			
12 month target 2.1	Improvement in: Student Voice and Agency (SASS)			
FISO Initiative	Evidence-based high-impact teaching strategies			
Key Improvement Strategy 1	Explicitly develop and implement opportunities for increased student voice and agency across the school.			
Actions	<ul style="list-style-type: none"> -Opportunity for students to become directly engaged in the planning and delivery of their curriculum -Building teacher capacity to enable and empower student agency -Development and rollout of PYP Action plan in relation to student led inquiry. -K-6 Coaching model supports teachers ability to be active and effective listeners (student voice) -K-6 Coaching model to embed the effective use of the High Impact Teaching Strategies -Teacher goal setting and reflective practice based on the High Impact Teaching Strategies -Advance Program to implement the Pivot survey - Seek out and plan opportunities for students to connect with other teachers in their year level and across the school. 			
Evidence of impact	<p>STUDENT</p> <ul style="list-style-type: none"> - Have authentic input into the planning of their teaching and learning - Increased percentage in student voice and agency <p>TEACHERS</p> <ul style="list-style-type: none"> - Teachers familiar with PYP goals and actions - Teachers plan for effective student agency <p>LEADERSHIP</p> <ul style="list-style-type: none"> - PYP Action plan developed with clear goals and actions -increased capacity to understand and embed the HITS into classroom practice - development of coaching templates to emphasis HITS as focus 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

K-6 Coaching model to embed the effective use of the High Impact Teaching Strategies	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
-Development and rollout of PYP Action plan in relation to student led inquiry.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to:	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To strengthen parental and student engagement and perceptions of the school
12 month target 3.1	Improvement In: Student Connectedness (SASS) Student Motivation (SAAS) School Connectedness (PoS)
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	Leading Teacher role to have a focus on to building School pride and School Connectedness.
Actions	<ul style="list-style-type: none"> -Teachers plan for authentic student led inquiry through their Units of Inquiry -Teachers provide opportunities for students to express and pursue wonderings -Teachers facilitate opportunities for students to have input into planning -The Resilience Project deliver to students staff and parent community and imbedded into the curriculum -Building the capacity of and empowering the school captains to play a more active role in student life -Visibility and engagement of the Student Representative Council -Reengaging with the role of the class captain -Development of leadership induction program -Development of school leadership role descriptions -Visibility of the Housing system and developing house spirit -
Evidence of impact	<p>STUDENT</p> <ul style="list-style-type: none"> -Sense of house spirit and school pride -Active SRC that is truly representative of student voice -Connections between and across grades -Actions and initiatives throughout the school linked to captain roles and Units of Inquiry

	<p>TEACHERS - Evidence of their engagement and enthusiasm in houses, actions and initiatives</p> <p>LEADERSHIP -Allocating role of Leading Teacher -</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Building the capacity of and empowering the school captains to play a more active role in student life	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Visibility and engagement of the Student Representative Council	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To strengthen parental and student engagement and perceptions of the school
12 month target 3.1	Improvement In: Student Connectedness (SASS) Student Motivation (SAAS) School Connectedness (PoS)
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 2	Embed strategies designed by Leadership team and implemented through dedicated Attendance officer.
Actions	<ul style="list-style-type: none"> -Development of attendance policy -Development of consistent protocols and procedures -Expansion of Attendance Officer's role to include a focus on absenteeism -Continued support and Professional Learning on the use of Compass to mark rolls correctly and accurately

Evidence of impact	<p>STUDENT</p> <ul style="list-style-type: none"> - Decreased student absenteeism -Decreased student lateness <p>TEACHERS</p> <ul style="list-style-type: none"> - Marking rolls accurately <p>LEADERSHIP</p> <ul style="list-style-type: none"> -policy developed -protocols and procedures developed 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Development of attendance policy	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Expansion of Attendance Officer's role to include a focus on reducing absenteeism	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$20,000.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Kororoit Creek Primary School (5499)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Rollout Numeracy Continuum to support Victorian Curriculum has been	Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

developed by Consultant and key staff				<input checked="" type="checkbox"/> PLC/PLT Meeting		
Numeracy Coach is employed to coach in classrooms and provide PL to teachers after school Numeracy Coach is employed to work with teachers and team leaders to develop STEAM program	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Frank Schoonderbeek	<input checked="" type="checkbox"/> On-site
Development of Numeracy Intervention Program - two support staff employed to be trained in program	Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Within the KCPS Pedagogical Framework maintaining rigour and knowledge development within the Problem solving model and supporting staff professional learning of the Instructional Model.	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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
Professional Learning for team leaders- how to lead an effective PLC	School Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional Learning for all staff- what does an effective PLC look like ?	School Leadership Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Professional Learning for team leaders- how to lead an effective PLC	School Leadership Team	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional Learning for all staff- what does an effective PLC look like ?	School Leadership Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Employment of external literacy consultant- Focussing on Writing (40 days)	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> External consultants Terri Campbell and Misty Adionou	<input checked="" type="checkbox"/> On-site
K-6 Coaching model to embed the effective use of the High Impact Teaching Strategies	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
-Development and rollout of PYP Action plan in relation to student led inquiry.	Leadership Team	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Building the capacity of and empowering the school captains to play a more active role in student life	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Visibility and engagement of the Student Representative Council	School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Development of attendance policy	Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Expansion of Attendance Officer's role to include a focus on reducing absenteeism	Leading Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Documents that support the plan

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