

# 2018 Annual Implementation Plan

## for improving student outcomes

Ceres Primary School (1602)



Submitted for review by Meagan Parker (School Principal) on 24 November, 2017 at 10:54 AM

Endorsed by Alan Davis (Senior Education Improvement Leader) on 11 December, 2017 at 11:44 AM

Endorsed by John Kilcullen (School Council President) on 22 December, 2017 at 01:33 PM

## Self-evaluation Summary - 2018

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

Positive climate for learning	Empowering students and building school pride	Evolving
	Setting expectations and promoting inclusion	Embedding moving towards Excelling
	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	Emerging moving towards Evolving
	Networks with schools, services and agencies	Evolving moving towards Embedding
	Parents and carers as partners	Evolving

<b>Enter your reflective comments</b>	The school has worked very hard following the peer review to put into place actions and strategies to address their areas of improvement. There is great distributive leadership and a willingness of the middle leaders to take responsibility for:- Literacy. Numeracy. Student Wellbeing, Data and Assessment, ICT and Staff Wellbeing as well as OH & S.
<b>Considerations for 2019</b>	More of the HITS strategies to be addressed. Ceres PS to be actively involved in a CoP. Keeping it simple. Consider the full implementation of PLCs practice to maximise the use of PLT time. Continue Respectful Relationships
<b>Documents that support this plan</b>	

# Annual Implementation Plan - 2018

## FISO Improvement Initiatives and Key Improvement Strategies

Ceres Primary School (1602)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative																														
<p>To improve teaching and learning outcomes for all students with a focus on literacy, numeracy so that all students not identified as requiring Supplementary, Substantial or Extensive adjustment (NCCD) make at least one year's growth for one year's learning.</p>	<ul style="list-style-type: none"> <li>NAPLAN-students not identified on NCCD list</li> </ul> <table border="1" data-bbox="504 758 1305 1002"> <thead> <tr> <th></th> <th>Writing</th> <th>Reading</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td colspan="4">Relative gain</td> </tr> <tr> <td>YEAR 3- YEAR 5</td> <td>28%</td> <td>25%</td> <td>25%</td> </tr> <tr> <td colspan="4">High growth-Top 2 bands</td> </tr> <tr> <td>YEAR 3</td> <td>60%</td> <td>55%</td> <td>40%</td> </tr> <tr> <td>YEAR 5</td> <td>46%</td> <td>45%</td> <td>30%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>NCCD diagnosis students: to achieve learning goals established at the beginning of each year and targets listed (teacher judgement VicCurr)</li> </ul> <table border="1" data-bbox="504 1066 1305 1169"> <thead> <tr> <th>Supplementary</th> <th>Substantial</th> <th>Extensive</th> </tr> </thead> <tbody> <tr> <td><u>1 year's growth</u></td> <td><u>.75 years growth</u></td> <td><u>At least .50 year's growth</u></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Victorian Curriculum: Teacher Judgements for % growth for 'A' &amp; "B" students to be similar to State benchmarks for Reading &amp; viewing, Writing, Measurement &amp; Geometry, Number &amp; Algebra and Statistics &amp; Probability</li> <li>EA EFFECT SIZE: MATHS &amp; ENGLISH - At least 1.0 on the previous year's data, with no less than a .7 achievement</li> </ul>		Writing	Reading	Numeracy	Relative gain				YEAR 3- YEAR 5	28%	25%	25%	High growth-Top 2 bands				YEAR 3	60%	55%	40%	YEAR 5	46%	45%	30%	Supplementary	Substantial	Extensive	<u>1 year's growth</u>	<u>.75 years growth</u>	<u>At least .50 year's growth</u>	<p>Yes</p>	<p>Attitudes to School Survey results                      *Student Motivation 80%                      * Teacher Effectiveness 80%                      Assessment Schedule                      SIF to improve automatic response of number skills using Mathematics live by 40%                      -SIF improvement for THRASS to increase graphemic and phonemic knowledge (25% Improvement in Phonographic Test)                      -SIF improvement for Syllable Knowledge (25% improvement in</p>	<p>Building practice excellence</p>
	Writing	Reading	Numeracy																															
Relative gain																																		
YEAR 3- YEAR 5	28%	25%	25%																															
High growth-Top 2 bands																																		
YEAR 3	60%	55%	40%																															
YEAR 5	46%	45%	30%																															
Supplementary	Substantial	Extensive																																
<u>1 year's growth</u>	<u>.75 years growth</u>	<u>At least .50 year's growth</u>																																

			Syllable Test) Naplan Yr 3 Maths 36% Top 2 bands Yr 5 Maths 18% Top 2 bands and 6% relative gain Year 3 Writing 34% Top 2 bands. Year 5 Writing 18% Top 2 Bands 7% relative gain																																				
To build an inclusive school community, with a focus on personal and social capabilities, where behaviours and attitudes reflect the school's "Super 7" values	<ul style="list-style-type: none"> <li>▪ <u>SURVEYS</u>-Increase the Positive responses To Student Attitudes to School Survey so 80% is positive</li> </ul> <table border="1" data-bbox="504 710 1303 1342"> <thead> <tr> <th>Parent Opinion</th> <th>Attitudes to School</th> <th>School Opinion</th> <th colspan="4">CASES- Absences-2% improvement from previous year</th> </tr> </thead> <tbody> <tr> <td>Student Cognitive Engagement</td> <td>Effective Teaching Practices for Cognitive Engagement</td> <td>Guaranteed and Viable Curriculum  Collective Focus on Student Learning</td> <td>2017</td> <td>2018</td> <td>2019</td> <td>2020</td> </tr> <tr> <td>Student Development</td> <td>Teacher \ Student Relations</td> <td>Parent &amp; Community Involvement</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Student Safety</td> <td>Learning Characteristics</td> <td>Academic Emphasis</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>Positive Climate for Learning Safety</td> <td>Collective Efficiency</td> <td>80%</td> <td>82%</td> <td>84%</td> <td>86%</td> </tr> </tbody> </table>	Parent Opinion	Attitudes to School	School Opinion	CASES- Absences-2% improvement from previous year				Student Cognitive Engagement	Effective Teaching Practices for Cognitive Engagement	Guaranteed and Viable Curriculum  Collective Focus on Student Learning	2017	2018	2019	2020	Student Development	Teacher \ Student Relations	Parent & Community Involvement					Student Safety	Learning Characteristics	Academic Emphasis						Positive Climate for Learning Safety	Collective Efficiency	80%	82%	84%	86%	Yes	Attitudes to School Survey results  Classroom Behaviour 80 %  Advocate at school 80% Managing bullying 80% Respect for diversity 80% Experience of bullying 17% Learning confidence 80%  Parent Opinion Survey results Managing bullying 80% Experience of bullying 20% Promoting positive	Setting expectations and promoting inclusion
Parent Opinion	Attitudes to School	School Opinion	CASES- Absences-2% improvement from previous year																																				
Student Cognitive Engagement	Effective Teaching Practices for Cognitive Engagement	Guaranteed and Viable Curriculum  Collective Focus on Student Learning	2017	2018	2019	2020																																	
Student Development	Teacher \ Student Relations	Parent & Community Involvement																																					
Student Safety	Learning Characteristics	Academic Emphasis																																					
	Positive Climate for Learning Safety	Collective Efficiency	80%	82%	84%	86%																																	

			behaviour 80% Respect for diversity 80% Teacher communication 80%  Staff Opinion Survey results Collective Efficacy 90.0 Academic Emphasis 85.0  Attendance F-6- 93.5%  Student Welfare Measure Reduced number of incidents recoded on Compass	
--	--	--	--	--

Improvement Initiatives Rationale
<p>Key areas for improvement identified in our Peer Review in 2017 included:</p> <ul style="list-style-type: none"> <li>• 43% students are “at risk” with diagnoses that have an impact on understanding and processing language</li> <li>• We have a trend in our Naplan data of not having “high growth”</li> <li>• It is evident in our data we have having some positive impacts and achieving many of our targets set in 2016, but Writing and Spelling are two clear areas that will require attention in 2017-2018</li> </ul> <p>To ensure the achievement of high quality educational outcomes and strong learning growth for all students with a focus on Literacy, Numeracy and Critical &amp; Creative Thinking</p> <p>To continue to refine and implement the whole school approach to health, wellbeing and inclusion</p>

<b>Goal 1</b>	To improve teaching and learning outcomes for all students with a focus on literacy, numeracy so that all students not identified as requiring Supplementary, Substantial or Extensive adjustment (NCCD) make at least one year's growth for one year's learning.
<b>12 month target 1.1</b>	<p>Attitudes to School Survey results</p> <p>*Student Motivation 80%</p> <p>* Teacher Effectiveness 80%</p> <p>Assessment Schedule</p> <p>SIF to improve automatic response of number skills using Mathematics live by 40%</p> <p>·SIF improvement for THRASS to increase graphemic and phonemic knowledge (25% Improvement in Phonographic Test)</p> <p>·SIF improvement for Syllable Knowledge (25% improvement in Syllable Test)</p> <p>Naplan</p> <p>Yr 3 Maths 36% Top 2 bands</p> <p>Yr 5 Maths 18% Top 2 bands and 6% relative gain</p> <p>Year 3 Writing 34% Top 2 bands.</p> <p>Year 5 Writing 18% Top 2 Bands 7% relative gain</p>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	<ul style="list-style-type: none"> <li>Implement evidence based, high-impact teaching and learning strategies across the school</li> </ul>
KIS 2	Embed an agreed research-based instructional model and implement a whole school approach to teaching and learning to ensure consistency of practice.

<b>Goal 2</b>	To build an inclusive school community, with a focus on personal and social capabilities, where behaviours and attitudes reflect the school's "Super 7" values
<b>12 month target 2.1</b>	<p>Attitudes to School Survey results</p> <p>Classroom Behaviour 80 %</p> <p>Advocate at school 80%</p> <p>Managing bullying 80%</p>

	<p>Respect for diversity 80%</p> <p>Experience of bullying 17%</p> <p>Learning confidence 80%</p> <p>Parent Opinion Survey results</p> <p>Managing bullying 80%</p> <p>Experience of bullying 20%</p> <p>Promoting positive behaviour 80%</p> <p>Respect for diversity 80%</p> <p>Teacher communication 80%</p> <p>Staff Opinion Survey results</p> <p>Collective Efficacy 90.0</p> <p>Academic Emphasis 85.0</p> <p>Attendance F-6- 93.5%</p> <p>Student Welfare Measure</p> <p>Reduced number of incidents recoded on Compass</p>
<b>FISO Initiative</b>	Setting expectations and promoting inclusion
<b>Key Improvement Strategies</b>	
KIS 1	Strengthen student connectedness and resilience in an inclusive setting by further developing in the home group structure a focus on explicitly teaching RRRR curriculum, mindfulness and the values of empathy and gratitude.

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

Ceres Primary School (1602)

<b>Goal 1</b>	To improve teaching and learning outcomes for all students with a focus on literacy, numeracy so that all students not identified as requiring Supplementary, Substantial or Extensive adjustment (NCCD) make at least one year's growth for one year's learning.
---------------	---



<b>12 month target 1.1</b>	Attitudes to School Survey results *Student Motivation 80% * Teacher Effectiveness 80% Assessment Schedule SIF to improve automatic response of number skills using Mathletics live by 40% ·SIF improvement for THRASS to increase graphemic and phonemic knowledge (25% Improvement in Phonographic Test) ·SIF improvement for Syllable Knowledge (25% improvement in Syllable Test) Naplan Yr 3 Maths 36% Top 2 bands Yr 5 Maths 18% Top 2 bands and 6% relative gain Year 3 Writing 34% Top 2 bands. Year 5 Writing 18% Top 2 Bands 7% relative gain
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	<ul style="list-style-type: none"> <li>Implement evidence based, high-impact teaching and learning strategies across the school</li> </ul>
Actions	<ul style="list-style-type: none"> <li>Managing response rates during questioning (writing &amp; maths)</li> <li>Constructing open and closed questions in writing conferences</li> <li>Student Writing and maths goals relevant to their point of need</li> <li>Using a range of strategies to elicit deep thinking in number</li> <li>Teachers to ask challenging questions that foster deep thinking and facilitate discussion, extend thinking and generate feedback</li> <li>Teachers to include multiple exposures in lessons</li> <li>Teachers to include learning tasks that provide students with opportunities to collaborate</li> </ul> <p>* Identify and implement an effective, evidence-based instructional model as a framework for consistent instruction in writing across the school</p> <p>* Develop a shared understanding of children's writing development in children and effective teaching practices to support this.</p>
Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> <li>can articulate the goals of each lesson, and how they will know if they have successfully achieved them</li> <li>can understand and self-assess their progress, and articulate what they need to learn next</li> <li>can explain concepts to peers and record their understanding in multiple ways</li> <li>discuss their progress during conferencing and explain how this supports their learning</li> <li>provide regular feedback in a variety of ways to teachers about the effectiveness of their practice.</li> </ul> <p>TEACHERS:</p> <ul style="list-style-type: none"> <li>Use of conferencing script to elicit deeper responses from students</li> </ul>

	<ul style="list-style-type: none"> <li>• All teachers are observed using Qmatrix and stem questions to generate student's questions in maths lessons</li> <li>• demonstrate a deep knowledge of how writing skills develop in early childhood through to adolescence</li> <li>• plan and implement lessons that include 'multiple exposures' to new knowledge</li> <li>• provide opportunities for students to record and present concepts to peers</li> <li>• conduct conferences to support students to discuss their progress and identify their next learning goal</li> <li>• work collaboratively with colleagues to moderate common assessment tasks to develop consistent teacher judgement outcomes</li> <li>• analyse student data to reflect and review the impact of their practice on learning outcomes</li> <li>• identify and adopt differentiated pedagogical practices that meet the learning needs of their students.</li> </ul> <p><b>LEADERS</b></p> <ul style="list-style-type: none"> <li>• provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice during learning walks</li> <li>• support staff through professional learning and coaching conversations to deepen their understanding of the development of reading skills in children</li> <li>• model the use of the school's instructional model for the PL presented to staff</li> <li>• facilitate and support collaborative practices across the school.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Ensure appropriate leadership structures are put in place, incorporating the Literacy Leader as a learning specialist	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Support staff to incorporate a school-wide literacy and numeracy goal into their PDP documentation and facilitate regular meetings with teams and individuals to discuss progress against the literacy and numeracy goals	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Facilitate the development and implementation of PL on the development of writing skills in children, and effective practices and intervention	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Attend regional PL on HITS Lead working group to develop strategy to implement aspects of HITS Develop PL program for staff on HITS Develop and implement peer observation strategy based upon aspects of HITS	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Oversee development of Instructional Model for writing to incorporate Literacy strategy and HITS Use student free day for staff to work through writing resources linked to scope and sequence Reflect on Literacy resources and disseminate to staff	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Oversee development of Instructional Model for Maths to incorporate Numeracy strategy and HITS Use student free day for staff to work through Maths resources linked to scope and sequence Reflect on Maths resources and disseminate to staff	KLA Leader	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Attend PL on HITS Prepare model lessons to demonstrate selected aspects of HITS Monitor teacher lesson plans for HITS	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Scope and Sequence to incorporate Literacy strategy Conference with students regarding their literacy twice per term	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Lead staff in the investigation of instructional models for writing, and the selection of an appropriate model to suit the context and needs of students in the school.	Learning Specialist(s)	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	To improve teaching and learning outcomes for all students with a focus on literacy, numeracy so that all students not identified as requiring Supplementary, Substantial or Extensive adjustment (NCCD) make at least one year's growth for one year's learning.
---------------	---

<b>12 month target 1.1</b>	Attitudes to School Survey results *Student Motivation 80% * Teacher Effectiveness 80% Assessment Schedule SIF to improve automatic response of number skills using Mathletics live by 40% ·SIF improvement for THRASS to increase graphemic and phonemic knowledge (25% Improvement in Phonographic Test) ·SIF improvement for Syllable Knowledge (25% improvement in Syllable Test) Naplan Yr 3 Maths 36% Top 2 bands Yr 5 Maths 18% Top 2 bands and 6% relative gain Year 3 Writing 34% Top 2 bands. Year 5 Writing 18% Top 2 Bands 7% relative gain
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 2</b>	Embed an agreed research-based instructional model and implement a whole school approach to teaching and learning to ensure consistency of practice.
Actions	<ul style="list-style-type: none"> <li>• Consolidate practice through professional learning around the PLC and visible learning model to ensure:</li> <li>• Consistent and accurate use of data to inform curriculum planning and teacher practice</li> <li>• Frequent opportunities to moderate student work</li> <li>• Curriculum knowledge continues to be developed through learning focus, success criteria, quality tasks and quality feedback</li> <li>• An agreed instructional model for learning and research-based instruction is implemented F-6</li> <li>• Continued focus on coaching (in the areas of Literacy and Numeracy) and reflection – external expert Mick Ymer booked for staff PD opportunity.</li> <li>• Continue to implement and embed Reader’s Workshop, Writer’s Workshop and the agreed whole school numeracy model.</li> <li>• Investigate standardized assessment tools to assist teachers judgments</li> <li>• Use triangulated data to inform accurate teacher judgments.</li> <li>• Build teacher skills in developing and analyzing quality Common Formative Assessment Tasks (CFAT).</li> <li>• Ensure intervention/enrichment is provided for all students at point of need. (Boosters and Swoopers)</li> <li>• Build PLC team responsibility and accountability for student data</li> <li>• Ensure a F-6 focus on conferencing and goal setting through the development of Proficiency Scales</li> </ul>
Evidence of impact	Teachers Whole staff commitment to school improvement priorities and the PLC approach documented in minutes indicating protocols and school improvement focus Update Essential Learnings Statements for Literacy and Numeracy

	<p>Development of Common Formative Assessment tasks  Development of proficiency scales  Completion of Mick Ymer professional development  Whole staff commitment to school improvement priorities and the PLC approach documented in minutes indicating protocols and school improvement focus</p> <p>Leadership Team  Learning specialist practice documented  Weekly formal PLC meetings – attended by Educational leader and Principal and minutes documented on Google Drive Focus: data/instruction/planning  Whole staff professional learning provided and documented (PLC)</p> <p>Principal  Educational Leadership release  Budget allocation for Literacy and Numeracy to reflect school improvement focus  Staff PDPs to reflect commitment to PLC processes  Weekly formal PLC meetings – attended by Educational leader and Principal and minutes documented on Google Drive Focus: data/instruction/planning</p>				
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget	
<ul style="list-style-type: none"> <li>PLC structures reviewed</li> <li>PLC meeting timetable allocated</li> </ul>	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used	
<ul style="list-style-type: none"> <li>Instructional model (PLC/Visible Learning/HITs) developed, implemented and monitored</li> </ul>	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used	
<ul style="list-style-type: none"> <li>Whole school instructional models, high probability strategies (HIT) and formative and summative assessment explored through professional learning, agreed and documented</li> <li>Learning Focus and Success Criteria evident in curriculum documentation in all learning areas and year levels.</li> </ul>	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used	

<ul style="list-style-type: none"> <li>Teacher PDPs demonstrate that teacher practice is informed by consideration of student feedback and peer observation outcomes.</li> </ul>	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>Whole staff commitment to school improvement priorities and the PLC approach documented.</li> </ul>	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>Whole school intervention program evident</li> </ul>	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>All remaining areas Essential Learning Statements (ELS) identified and documented – proficiency scales constructed</li> </ul>	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>Documented CFAT development for ELSs for Foundation to grade 6</li> <li>Pre/post ZPD (Guttman) charts created for CFAT data – indicating outcomes and growth</li> </ul>	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>Coaching Model indicates <ul style="list-style-type: none"> <li>Instruction</li> <li>Demonstration</li> <li>Observation</li> <li>Feedback</li> </ul> (Gradual Release of Responsibility) </li> </ul>	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>Professional Learning covered includes: <ul style="list-style-type: none"> <li>-PLC approach</li> <li>-HITS</li> <li>-CFAT development</li> <li>-Proficiency scale development</li> <li>-Data analysis/triangulation</li> <li>-Moderation</li> </ul> </li> </ul>	Leadership Team	<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 build an inclusive school community, with a focus on personal and social capabilities, where behaviours and attitudes reflect the school's "Super 7" values
<b>12 month target 2.1</b>	<p>Attitudes to School Survey results</p> <p>Classroom Behaviour 80 %</p> <p>Advocate at school 80%</p> <p>Managing bullying 80%</p> <p>Respect for diversity 80%</p> <p>Experience of bullying 17%</p> <p>Learning confidence 80%</p> <p>Parent Opinion Survey results</p> <p>Managing bullying 80%</p> <p>Experience of bullying 20%</p> <p>Promoting positive behaviour 80%</p> <p>Respect for diversity 80%</p> <p>Teacher communication 80%</p> <p>Staff Opinion Survey results</p> <p>Collective Efficacy 90.0</p> <p>Academic Emphasis 85.0</p> <p>Attendance F-6- 93.5%</p> <p>Student Welfare Measure</p> <p>Reduced number of incidents recoded on Compass</p>
<b>FISO Initiative</b>	Setting expectations and promoting inclusion
<b>Key Improvement Strategy 1</b>	Strengthen student connectedness and resilience in an inclusive setting by further developing in the home group structure a focus on explicitly teaching RRRR curriculum, mindfulness and the values of empathy and gratitude.
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Completing I.L.P for at risk students, including low attendance</li> <li>• Completing targeted staff professional learning</li> <li>• Continuing a partnership for Positive Relationships</li> </ul>

	<ul style="list-style-type: none"> <li>• Developing and implementing a whole school focus on celebrating wellbeing and engagement</li> <li>• Incorporating Respectful Relationships into explicit teaching of behaviours</li> <li>• Further develop use of COMPASS as a tool for tracking and communication</li> </ul>			
Evidence of impact	ILPs for each at risk student for each term Completion of targeted staff professional learning Attendance at workshops for Respectful relationships 12 month lesson overview for Respectful relationships Improved outcomes on Student Attitude to School Survey Improvement in attendance Increased accuracy around teacher judgement of personal and social capabilities			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
The student wellbeing program is led or facilitated by a coordinator(s) with (a) adequately allocated APT and (b) experience in data-based decision-making, systems to support implementation, and evidence-based social-emotional-behavioral practices.	Team Leader(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Leadership Team uses standard meeting process and problem solving agenda (e.g., Team-Initiated Problem Solving) with clearly defined operating procedures (e.g., procedures for securing agreements, resolving conflicts and integration of system features).	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff engages in ongoing, two-way communication with Student Wellbeing leader regarding implementation progress and outcomes related to student behavior goals and Super 7/Respectful Relationships fidelity of implementation. Which includes recording information on Compas.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Student Wellbeing leader regularly (each term) uses two-way communication with other stakeholders (e.g., school council, families, students) to collect feedback on implementation progress	Team Leader(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used



and link to outcomes. Make connections with the broader community with a focus on gender equality and respectful relationships.				
Dedicated professional development learning and training plans (with clear scope and sequence) are scheduled for Super 7/RRRR implementation	Team Leader(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Induction and refresher trainings are conducted at least annually for new and continuing staff who need introduction to school approach and/or boosters.	Team Leader(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Peer networking opportunities (e.g., peer-to-peer sharing events, professional learning communities) are scheduled and regularly repeated on Respectful Relationships framework, practices, and systems for school leaders, RRRR coaches, and school teams.	Team Leader(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
School has transitioned from outside to local coaching capacity in Respectful Relationships	Team Leader(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Differentiated coaching support based on classroom needs in relation to Super7/Respectful relationships.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
School-based data systems (e.g., data collection tools and evaluation processes such as Evernote or Compass) are in place to enable continuous performance feedback. e.g. Carry out surveys to gauge whether all staff, students and families understand the meaning of safety, gender equality and respectful relationships, discrimination and harrasment. Use information from data collected to identify key issues to be addressed in school planning, school policy and lessons.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Ongoing professional learning and mentoring in behaviour management (e.g., respectful relationships) is available across roles of staff.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

# Professional Learning and Development Plan - 2018

Ceres Primary School (1602)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Facilitate the development and implementation of PL on the development of writing skills in children, and effective practices and intervention	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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants  Mick Ymer	<input checked="" type="checkbox"/> On-site
Attend regional PL on HITS Lead working group to develop strategy to implement aspects of HITS Develop PL program for staff on HITS Develop and implement peer observation strategy based upon aspects of HITS	Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Oversee development of Instructional Model for writing to incorporate Literacy strategy and HITs Use student free day for staff to work through writing resources linked to scope	Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

and sequence Reflect on Literacy resources and disseminate to staff						
Oversee development of Instructional Model for Maths to incorporate Numeracy strategy and HITs Use student free day for staff to work through Maths resources linked to scope and sequence Reflect on Maths resources and disseminate to staff	KLA Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Attend PL on HITS Prepare model lessons to demonstrate selected aspects of HITS Monitor teacher lesson plans for HITS	Teacher(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> <li>PLC structures reviewed</li> <li>PLC meeting timetable allocated</li> </ul>	Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> <li>Instructional model (PLC/Visible Learning/HITs) developed, implemented and monitored</li> </ul>	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> <li>Whole school instructional models, high probability strategies (HIT)</li> </ul>	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

and formative and summative assessment explored through professional learning, agreed and documented <ul style="list-style-type: none"> <li>Learning Focus and Success Criteria evident in curriculum documentation in all learning areas and year levels.</li> </ul>			<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning		<input checked="" type="checkbox"/> Maths/Sci Specialist	
<ul style="list-style-type: none"> <li>Teacher PDPs demonstrate that teacher practice is informed by consideration of student feedback and peer observation outcomes.</li> </ul>	Principal	from: Term 1 to: Term 4	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> <li>Whole staff commitment to school improvement priorities and the PLC approach documented.</li> </ul>	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> <li>All remaining areas Essential Learning Statements (ELS) identified and documented – proficiency scales constructed</li> </ul>	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> <li>Documented CFAT development for ELSs for Foundation to grade 6</li> <li>Pre/post ZPD (Guttman) charts created for CFAT data – indicating outcomes and growth</li> </ul>	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site

<ul style="list-style-type: none"> <li>• Coaching Model indicates <ul style="list-style-type: none"> <li>o Instruction</li> <li>o Demonstration</li> <li>o Observation</li> <li>o Feedback</li> </ul> (Gradual Release of Responsibility) </li> </ul>	Learning Specialist(s)	from: Term 1 to: Term 4	<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"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> <li>• Professional Learning covered includes: <ul style="list-style-type: none"> <li>-PLC approach</li> <li>-HITS</li> <li>-CFAT development</li> <li>-Proficiency scale development</li> <li>-Data analysis/triangulation</li> <li>-Moderation</li> </ul> </li> </ul>	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Dedicated professional development learning and training plans (with clear scope and sequence) are scheduled for Super 7/RRRR implementation	Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Induction and refresher trainings are conducted at least annually for new and continuing staff who need introduction to school approach and/or boosters.	Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Peer networking opportunities (e.g., peer-to-peer sharing events, professional learning communities) are scheduled	Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> External consultants  Respectful	<input checked="" type="checkbox"/> Off-site

and regularly repeated on Respectful Relationships framework, practices, and systems for school leaders, RRRR coaches, and school teams.					Relationships network team	Nominated school
School has transitioned from outside to local coaching capacity in Respectful Relationships	Team Leader(s)	from: Term 1 to: Term 4	<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
Differentiated coaching support based on classroom needs in relation to Super7/Respectful relationships.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
School-based data systems (e.g., data collection tools and evaluation processes such as Evernote or Compass) are in place to enable continuous performance feedback. e.g. Carry out surveys to gauge whether all staff, students and families understand the meaning of safety, gender equality and respectful relationships, discrimination and harrassment. Use information from data collected to identify key issues to be addressed in	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <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

school planning, school policy and lessons.						
Ongoing professional learning and mentoring in behaviour management (e.g., respectful relationships) is available across roles of staff.	All Staff	from: Term 1 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"/> PLC/PLT Meeting	<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.

### Dimension 1

[Data Wall.jpg \(0.09 MB\)](#)

[Strategic Plan Data Analysis JUST 2017.docx \(0.05 MB\)](#)

[Talk to the wall.jpg \(0.09 MB\)](#)

### Dimension 10

[Super 7 values.jpg \(0.1 MB\)](#)