

2018 Annual Implementation Plan

for improving student outcomes

Morang South Primary School (1975)



Submitted for review by Julie Jones (School Principal) on 27 April, 2018 at 11:02 PM

Endorsed by David Kilmartin (Senior Education Improvement Leader) on 15 May, 2018 at 05:47 PM

Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

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

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

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

Enter your reflective comments	Students Teachers Leaders
Considerations for 2018	High ability
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Morang South Primary School (1975)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
<p>To maximise student performance in English and Mathematics, but specifically higher levels of growth in Mathematics.</p>	<p>At least 12 month's growth for all students in Teacher Judgement supported by data. Increase value-added results for student achievement, using triangulated data for English and Maths – NAPLAN; PAT; On-Demand; MOI; to demonstrate this. Decrease students to 10% in lowest bands in grades 3 & 5 NAPLAN. Increase students to 80% in bands 6-8 in grades 3 & 5 NAPLAN. Increase students to 90% in bands 4-6 in grades 3 & 5 NAPLAN. NAPLAN data to show 2 years growth between grades 3 & 5 At least 90% of students to benchmark in PM Reading Records, PAT Maths, English & Maths demonstrates at least one year's growth per student per year</p>	<p>Yes</p>	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>At least 12 month's growth for all students in Teacher Judgement supported by data. Increase value-added results for student achievement, using triangulated data for English and Maths – NAPLAN; PAT; OnDemand; Pre & Post tests, Reading Records & MOI</p> <p>NAPLAN data to show at least 2 years growth between grades 3 & 5.</p> <p>NAPLAN data show decrease in percentage of students exhibiting low growth and an increase in students exhibiting high growth, particularly in maths</p> <p>All students to make at least 12 months growth &</p>	<p>Building practice excellence</p>

			<p>consistently growth shown in Math post test results.</p> <p>PAT Maths, English & Science demonstrates at least one year's growth per year</p> <p>Explicit Cross curricular connections in planning documents that are embedded across the school.</p>	
<p>To increase student engagement, collaboration and motivation within an inquiry-based learning community</p>	<p>Attitudes To School Survey: Learning Confidence – variable current 4.22 – Target 5.00; Student Motivation - variable current 4.67 – Target 5.2 Parent Opinion Survey Transition variable – current 5.63 – target 6.0; General Satisfaction variable – current 5.52 – target 6.0 Attendance data Increase school attendance average from 92.14% to 94% Student Voice - Increase students opportunities to have a genuine voice in their learning Increase the Real life problem variable on the staff survey to >75% To maintain 0 expulsions and have < 6 suspensions</p>	<p>Yes</p>	<p>Attitudes To School Survey: Learning Confidence – maintain 98% or above Student Motivation - maintain 98% or above</p> <p>Parent Opinion Survey Transition variable – increased from 5.63 General Satisfaction variable – increased from 5.52</p> <p>Attendance data Increase school attendance average above 92%</p> <p>Increase students opportunities to have a genuine voice in their learning through surveys & shadowing</p>	<p>Empowering students and building school pride</p>

			<p>To maintain 0 expulsions & < 5 suspensions</p> <p>Active ALT (Action Learning Team) driving 21st Century Learning, Questioning and Inquiry</p>	
<p>To further enhance our learning community by strengthening relationships and developing self-motivated, resilient and responsible learners and leaders.</p>	<p>Attitudes to School Survey Student Safety variable- current 4.63, Target 5.1; Student Morale variable - current 6.14, Target 6.5; Classroom Behaviour variable - current 4.18, Target 5.00 Parent Opinion Survey School Improvement variable - current 5.52, Target 6.0; Student Safety variable - current 5.4, Target – 6.0 Classroom Behaviour variable - current 4.18, Target 5.00; Teacher Morale - current 5.65, Target 6.00 Staff Opinion Survey Collective Efficacy: increase school mean from 4.00 (2015) to be 4.8 (2019) Student voice Increase students opportunities to have a genuine voice in their learning Collect Bully Stoppers Survey data</p>	Yes	<p>Attitudes to School Survey Student Safety variable- increase from 87% to above 90% Student Morale variable - increase from 86% o 90% Classroom Behaviour variable - increase from 80% to 85%</p> <p>Parent Opinion Survey 2017 - 98% overall satisfaction - maintain</p> <p>Staff Opinion Survey Collective Efficacy: to increase by 5% reversing downward trend</p> <p>School climate overall increase from 79.03 to 83%</p>	Building communities
<p>To improve the capacity of staff to collaborate and develop high level consistent evidence-based teaching practices.</p>	<p>Explicit and transparent - Non-negotiables Increase documented Processes Documented Scope and Sequences for English and Maths Documented PL plan</p>	Yes	<p>All staff to use LI & SC, have SEL posters & 9 problem solving strategies displayed.</p> <p>Position Of Responsibility</p>	Building leadership teams

	<p>Increase numbers of EAL & Literacy Intervention staff</p> <p>To increase the "Time to share pedagogical practice" in the Staff survey to > 67%</p> <p>Documented Program Budgets, including policies</p> <p>Increase the following budgets to match priorities and demographic changes: - English - Maths - ICT - Languages - PL - EAL</p> <p>The school maintenance budget is expended in line with school priorities</p> <p>The average number of days of staff absence decreases in 2019</p>		<p>for policies & processes.</p> <p>Documented Scope and Sequences for English and Maths</p> <p>Central location for all whole school professional learning; PL plan</p> <p>Staff utilise Professional Practice Days (PPD) in line with AIP.</p> <p>Record of PPD and evaluation</p> <p>Curriculum budgets expended in line with school priorities</p>	
<p>To develop student's thinking & questioning skills throughout English & Mathematics and to form cross-curriculum connections, particularly in Science.</p>	<p>Explicit Cross curricular connections in planning documents that are embedded across the school.</p> <p>Science demonstrates at least one year's growth per student per year</p>	Yes	<p>Curiosity Program</p> <p>Scope and Sequence of Thinking and Questioning Skills</p> <p>Continue to investigate and develop MSPS Whole School Writing approach</p> <p>Participate in NEMR Professional Learning community Project</p> <p>Maintain Science Specialist program</p>	<p>Intellectual engagement and self-awareness</p>

Improvement Initiatives Rationale

The school has chosen the above improvement initiatives because they align with the goals from the Strategic Plan. While there has been significant improvement in many areas of English and Maths

The following data indicates that there remains a need to focus on increasing the number of students exhibiting high growth achievement. This will mean that some students may make more than 12 months growth in their achievement.

School NAPLAN Data - Grade 3 Reading trending up; Spelling and Writing trending down; Numeracy steady trend;

- Grade 5 Reading trending up; Spelling trending up; Writing Steady; Grammar trending up; Numeracy trending up.

- Relative growth between grades 3 and 5 - Numeracy and reading have 'medium and high growth' above State growth; Grammar, Spelling and Writing all have high 'low growth'

Progress Against Strategic Plan - steady, monitored progress

Goals and Targets - Some targets from the Strategic plan have been met; new targets have been written;

Issues requiring particular attention - Cross Curricular connections; Increase Student Voice in relation to curriculum; Bullying - increase understanding of what is and is not bullying particularly in relation to 2018 Gr 6 Cohort as a result of the 2018 Attitudes to School Survey.

Goal 1	To maximise student performance in English and Mathematics, but specifically higher levels of growth in Mathematics.
12 month target 1.1	<p>At least 12 month's growth for all students in Teacher Judgement supported by data. Increase value-added results for student achievement, using triangulated data for English and Maths – NAPLAN; PAT; OnDemand; Pre & Post tests, Reading Records & MOI</p> <p>NAPLAN data to show at least 2 years growth between grades 3 & 5.</p> <p>NAPLAN data show decrease in percentage of students exhibiting low growth and an increase in students exhibiting high growth, particularly in maths</p> <p>All students to make at least 12 months growth & consistently growth shown in Math post test results.</p> <p>PAT Maths, English & Science demonstrates at least one year's growth per year</p> <p>Explicit Cross curricular connections in planning documents that are embedded across the school.</p>
FISO Initiative	Building practice excellence
Key Improvement Strategies	

KIS 1	Maths PLC to continue the work from Leading Maths course driving a whole school change in Maths.
KIS 2	Embed the effective teaching of the 'Reading Strategies @ MSPS' across the whole school.
KIS 3	Continue regular whole school moderation in English and Mathematics. The ongoing use of consistent assessment tasks for the triangulation of data will support teacher judgement and teacher goals based on this data.
KIS 4	Developing student based experiences that have cross curricular connections.
KIS 5	Developing a consistent whole school approach towards Writing.

Goal 2	To increase student engagement, collaboration and motivation within an inquiry-based learning community
12 month target 2.1	<p>Attitudes To School Survey: Learning Confidence – maintain 98% or above Student Motivation - maintain 98% or above</p> <p>Parent Opinion Survey Transition variable – increased from 5.63 General Satisfaction variable – increased from 5.52</p> <p>Attendance data Increase school attendance average above 92%</p> <p>Increase students opportunities to have a genuine voice in their learning through surveys & shadowing</p> <p>To maintain 0 expulsions & < 5 suspensions</p> <p>Active ALT (Action Learning Team) driving 21st Century Learning, Questioning and Inquiry</p>
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Provide experiences for students to share their learning and communicate through a range of technologies.

KIS 2	Further build networking connections and relationships with other schools. Continue to provide opportunities for staff to visit (or revisit) other schools to consolidate best practice.
KIS 3	Develop a consistent vision and through lines documentation for integrated topics with a focus on whole school curiosity/inquiry.
KIS 4	Continue to plan for ways that give students the tools they need to become successful at directing their own learning (whole school approach).
KIS 5	Continue to provide staff PL to obtain strategies and skills on the use of effective questioning techniques.

Goal 3	To further enhance our learning community by strengthening relationships and developing self-motivated, resilient and responsible learners and leaders.
12 month target 3.1	<p>Attitudes to School Survey Student Safety variable- increase from 87% to above 90% Student Morale variable - increase from 86% o 90% Classroom Behaviour variable - increase from 80% to 85%</p> <p>Parent Opinion Survey</p> <p>2017 - 98% overall satisfaction - maintain</p> <p>Staff Opinion Survey Collective Efficacy: to increase by 5% reversing downward trend</p> <p>School climate overall increase from 79.03 to 83%</p>
FISO Initiative	Building communities
Key Improvement Strategies	
KIS 1	Continue to liaise with parents, families and the school community
KIS 2	KidsMatter action team to evaluate initiatives to date and continue to implement current best practices

KIS 3	Continue to implement the processes for behaviour management inside and outside, in line with the Student Engagement, Inclusion and Well being Policy.
KIS 4	Continue to support students to value and take on leadership responsibilities within the school and community
KIS 5	Continue to liaise with community partners and agencies
KIS 6	Continue to implement and review the effectiveness of initiatives to promote attendance at our school
KIS 7	Continue to review and monitor the transition program

Goal 4	To improve the capacity of staff to collaborate and develop high level consistent evidence-based teaching practices.
12 month target 4.1	<p>All staff to use LI & SC, have SEL posters & 9 problem solving strategies displayed.</p> <p>Position Of Responsibility for policies & processes.</p> <p>Documented Scope and Sequences for English and Maths</p> <p>Central location for all whole school professional learning; PL plan</p> <p>Staff utilise Professional Practice Days (PPD) in line with AIP.</p> <p>Record of PPD and evaluation</p> <p>Curriculum budgets expended in line with school priorities</p>
FISO Initiative	Building leadership teams
Key Improvement Strategies	
KIS 1	<p>Create a Position of Responsibility for updating relevant policy/process documents for 2018. Maintain a central location for all school processes.</p> <p>Complete relevant admin policies and processes when required.</p>

KIS 2	Maintain staff wellbeing through numerous activities, social events & support
KIS 3	Create a central location for all whole school professional learning. File to contain: PL completed each term, documents, videos kept when required for PL. Part-time staff to access this to view PL.

Goal 5	To develop student's thinking & questioning skills throughout English & Mathematics and to form cross-curriculum connections, particularly in Science.
12 month target 5.1	Curiosity Program Scope and Sequence of Thinking and Questioning Skills Continue to investigate and develop MSPS Whole School Writing approach Participate in NEMR Professional Learning community Project Maintain Science Specialist program
FISO Initiative	Intellectual engagement and self-awareness
Key Improvement Strategies	
KIS 1	Timetable and staff curiosity Program
KIS 2	Document explicit Teaching of Thinking and Questioning Skills in planners driven by 21st Century Learning ALT.
KIS 3	Continue to investigate and develop MSPS Whole School Writing approach.
KIS 4	Participate in NEMR Professional Learning community Project leading to the development of a Whole School Writing model
KIS 5	Maintain Science Specialist program

Define Evidence of Impact and Activities and Milestones - 2018

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Goal 1	To maximise student performance in English and Mathematics, but specifically higher levels of growth in Mathematics.
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<p>12 month target 1.1</p>	<p>At least 12 month's growth for all students in Teacher Judgement supported by data. Increase value-added results for student achievement, using triangulated data for English and Maths – NAPLAN; PAT; OnDemand; Pre & Post tests, Reading Records & MOI</p> <p>NAPLAN data to show at least 2 years growth between grades 3 & 5.</p> <p>NAPLAN data show decrease in percentage of students exhibiting low growth and an increase in students exhibiting high growth, particularly in maths</p> <p>All students to make at least 12 months growth & consistently growth shown in Math post test results.</p> <p>PAT Maths, English & Science demonstrates at least one year's growth per year</p> <p>Explicit Cross curricular connections in planning documents that are embedded across the school.</p>
<p>FISO Initiative</p>	<p>Building practice excellence</p>
<p>Key Improvement Strategy 1</p>	<p>Maths PLC to continue the work from Leading Maths course driving a whole school change in Maths.</p>
<p>Actions</p>	<ul style="list-style-type: none"> - Run workshops that lead to whole school creation of planning documents for all year levels - Lead changes to maths within teams - All teams consistently teaching same maths units
<p>Evidence of impact</p>	<p>Student will:</p> <ul style="list-style-type: none"> - participate in units being taught across the whole school. - be exposed to consistent language in maths. - continue to be part of Target Maths each week. - show growth in their ZPD data. <p>Teachers will:</p> <ul style="list-style-type: none"> - align their PDP goals with the MSPS AIP priorities and document these in the 'Edupay' portal - be aware of the sequence of learning in the consistent maths units being taught. - contribute to & use the whole school planners for Target Maths and classroom units. - work to improve the cross-walk analysis data from staff and students. <p>Leaders will</p> <ul style="list-style-type: none"> - develop and maintain school common language around the consistent maths units being taught.

	<ul style="list-style-type: none"> - work to improve the cross-walk analysis data from staff and students. - develop cohesion through whole school planners in Place value, Number sense, Time & the four operations. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Form the Maths PLC and have regular meetings	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Maths PLC to run whole school workshops focusing on sequence of learning, vocabulary, hands on experiences, resources & four proficiencies	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Whole staff contributing to planners used in Target Maths and classrooms	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Maths PLC to stay up to date with the latest research, best practice & current trends in mathematics	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Grade 2-6 students and whole staff surveyed using the Cross-Walk data analysis survey from Learning Maths in 2017	All Staff	<input type="checkbox"/> No	from: Term 3 to: Term 3	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To maximise student performance in English and Mathematics, but specifically higher levels of growth in Mathematics.
12 month target 1.1	<p>At least 12 month's growth for all students in Teacher Judgement supported by data. Increase value-added results for student achievement, using triangulated data for English and Maths – NAPLAN; PAT; OnDemand; Pre & Post tests, Reading Records & MOI</p> <p>NAPLAN data to show at least 2 years growth between grades 3 & 5.</p>

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FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Embed the effective teaching of the 'Reading Strategies @ MSPS' across the whole school.
Actions	<ul style="list-style-type: none"> - Staff have been surveyed twice in 2017 on the effectiveness of the current Reading programs and how we can improve our outcomes. <p>This survey data will lead the direction of Reading at MSPS in 2018.</p> <ul style="list-style-type: none"> - Staff will be provided with more professional learning on how to successfully implement the Reading Strategies @MSPS in their classroom. - Staff will be given time to evaluate their planning and teaching. - Staff will be given opportunities to observe their colleagues in Reading to look at structure and differences in structure in the junior levels compared to the senior levels.
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> - will be aware of the Reading Strategies @MSPS and actively use them to support their Reading development. - will self-reflect and create Reading goals based on the strategies. <p>Teachers will:</p> <ul style="list-style-type: none"> - use consistent learning vocabulary across the school Reading Strategies @MSPS <p>Leaders will:</p> <ul style="list-style-type: none"> - provide professional learning to support the embedding of the Reading Strategies @MSPS - induct new staff in the use of the Reading Strategies @MSPS - collaborate with the whole staff to maintain whole school assessment practices in reading - support collegiate visits to colleagues classes both within MSPS and at other schools - revise and introduce the HITS (High Impact Teaching Strategies)

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Continue to embed the Reading Strategies @MSPS through professional learning on the implementation through planning, monitoring and teaching.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Monitor Reading activities to evaluate their effectiveness. Add to and audit current reading tasks that fit within the Reading Strategies @MSPS for guided reading books. Save to a central server accessible to all staff.	PLT Leaders	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Evaluate home reading programs and the books our students are taking home.	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Evaluate current reading planner structures and teaching practices and how they fit within the guidelines. Evaluate and monitor consistency across the school.	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

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	Explicit Cross curricular connections in planning documents that are embedded across the school.			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 3	Continue regular whole school moderation in English and Mathematics. The ongoing use of consistent assessment tasks for the triangulation of data will support teacher judgement and teacher goals based on this data.			
Actions	<ul style="list-style-type: none"> - Organise Maths and English whole school moderation tasks - Assessment and data collection and ways to triangulate this information through moderation, PL and team meetings 			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> - receive feedback about their assessment - set relevant goals to their own learning <p>Teachers will:</p> <ul style="list-style-type: none"> - give students progression points that are support by a variety of data - be able to analyze their own class & team data - use data to determine the next point of need for their students <p>Leaders will:</p> <ul style="list-style-type: none"> - ensure staff are confident in the analysis of data - ensure staff are consistently analysing student outcomes and catering to their next point of need - reporting is consistent - staff know where to find assessment tools and how to implement them 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Whole school English moderation to occur in Term 2 and 4 on Reading and Writing. Specific tasks to be arranged so staff have clear direction with the moderation task.	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Whole school Number and Algebra Mathematics moderation to occur in Term 2 and 4. Specific tasks to be arranged so staff have clear direction with the moderation task.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional learning opportunities on assessment and data implementation and collection and ways to triangulate this information through moderation, PL and team meetings (following on from SIL)	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

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FISO Initiative	Building practice excellence
Key Improvement Strategy 4	Developing student based experiences that have cross curricular connections.
Actions	- Cross curricular connections made explicit in Integrated planners - Whole school experiences
Evidence of impact	Students will: - continue to participate in programs such as Curiosity - be aware of how other curriculum areas impacts Maths & English and visa versa - participate in whole school experiences that link to different curriculum areas

	<p>Teachers will:</p> <ul style="list-style-type: none"> - look for and utilise opportunities for developing cross curricular units - plan and implement cross curricular units <p>Leaders will:</p> <ul style="list-style-type: none"> - promote and model cross curricular opportunities - provide PL around the development of cross curricular units - use PDP meetings to give feedback around cross curricular units -
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Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
SIL team to investigate different "experiences" for different curriculum areas	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff to contact schools that have hands-on experiences	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Having 2 whole school experiences that link to Maths, English, SEL and/or Digital technology	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To maximise student performance in English and Mathematics, but specifically higher levels of growth in Mathematics.
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	<p>NAPLAN data show decrease in percentage of students exhibiting low growth and an increase in students exhibiting high growth, particularly in maths</p> <p>All students to make at least 12 months growth & consistently growth shown in Math post test results.</p> <p>PAT Maths, English & Science demonstrates at least one year's growth per year</p> <p>Explicit Cross curricular connections in planning documents that are embedded across the school.</p>			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 5	Developing a consistent whole school approach towards Writing.			
Actions	Create a specific writing PLC using department PLC grant Writing program formed to suit students at Morang South			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> - develop improved writing skills - exhibit writing behaviours which leads to a greater percentage of students being in the top 2 bands of NAPLAN <p>Teachers will:</p> <ul style="list-style-type: none"> - use a consistent approach to writing <p>Leaders will:</p> <ul style="list-style-type: none"> - facilitate and support the development of a consistent approach to writing - participate in the DET PLC initiative - collect evidence to use a baseline data for Writing program 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Investigate a range of Writing practices and programs through research, professional learning and school observations	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Spend time evaluating and combining various components of exemplary Writing programs to suit Morang South Primary School	PLT Leaders	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
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Goal 2	To increase student engagement, collaboration and motivation within an inquiry-based learning community
12 month target 2.1	<p>Attitudes To School Survey: Learning Confidence – maintain 98% or above Student Motivation - maintain 98% or above</p> <p>Parent Opinion Survey Transition variable – increased from 5.63 General Satisfaction variable – increased from 5.52</p> <p>Attendance data Increase school attendance average above 92%</p> <p>Increase students opportunities to have a genuine voice in their learning through surveys & shadowing</p> <p>To maintain 0 expulsions & < 5 suspensions</p> <p>Active ALT (Action Learning Team) driving 21st Century Learning, Questioning and Inquiry</p>
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	Provide experiences for students to share their learning and communicate through a range of technologies.
Actions	<ul style="list-style-type: none"> - Introduce uEducateUs to school staff, students and parents as a whole school communication devise. - Professional learning and information provided to staff, students and parents
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> - use uEducateUs - have photos uploaded of their learning in the classroom <p>Teachers will:</p> <ul style="list-style-type: none"> - utilise UEducateUs to communicate with staff, parents and students

	<ul style="list-style-type: none"> - facilitate student use of UEducateUs - use uEducateUs to record attendance & end of semester reporting <p>Leaders will:</p> <ul style="list-style-type: none"> - a whole school approach to communication for our learning community. - provide consistency and guidelines to using the platform
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Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
All staff to be introduced and receive PL on uEducateUs	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Team leaders to be trained so that they can lead their teams	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
All staff to be using uEducateUs for absences, reports, ILP's & parent communication	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To increase student engagement, collaboration and motivation within an inquiry-based learning community
12 month target 2.1	<p>Attitudes To School Survey: Learning Confidence – maintain 98% or above Student Motivation - maintain 98% or above</p> <p>Parent Opinion Survey Transition variable – increased from 5.63 General Satisfaction variable – increased from 5.52</p> <p>Attendance data</p>

	<p>Increase school attendance average above 92%</p> <p>Increase students opportunities to have a genuine voice in their learning through surveys & shadowing</p> <p>To maintain 0 expulsions & < 5 suspensions</p> <p>Active ALT (Action Learning Team) driving 21st Century Learning, Questioning and Inquiry</p>			
FISO Initiative	Empowering students and building school pride			
Key Improvement Strategy 2	Further build networking connections and relationships with other schools. Continue to provide opportunities for staff to visit (or revisit) other schools to consolidate best practice.			
Actions	<ul style="list-style-type: none"> - Communicate with other schools about best practice. - Work with others to work towards a common goal. 			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> - be exposed to new ideas and thinking from these relationships <p>Teachers will:</p> <ul style="list-style-type: none"> - attend NETS and develop professional conversations/relationships - visit other schools in line with PDP goals <p>Leaders will:</p> <ul style="list-style-type: none"> - provide time to visit other schools - facilitate sharing of information from other schools 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Staff continue to attend NET sessions and make connections with fellow professionals	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used

Staff to visit different schools highlighting writing, hands on experience & maths. Share learning upon return with relevant staff	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
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Goal 2	To increase student engagement, collaboration and motivation within an inquiry-based learning community
12 month target 2.1	<p>Attitudes To School Survey: Learning Confidence – maintain 98% or above Student Motivation - maintain 98% or above</p> <p>Parent Opinion Survey Transition variable – increased from 5.63 General Satisfaction variable – increased from 5.52</p> <p>Attendance data Increase school attendance average above 92%</p> <p>Increase students opportunities to have a genuine voice in their learning through surveys & shadowing</p> <p>To maintain 0 expulsions & < 5 suspensions</p> <p>Active ALT (Action Learning Team) driving 21st Century Learning, Questioning and Inquiry</p>
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 3	Develop a consistent vision and through lines documentation for integrated topics with a focus on whole school curiosity/inquiry.
Actions	<ul style="list-style-type: none"> - Professional Learning - Research - Professional Discussions and Planning
Evidence of impact	<p>Students will: set rigorous learning goals and have a "voice" in their learning</p> <p>Teachers will: provide student with opportunities to influence the curriculum; They will scaffold leaning to increase student independence with regard to their learning</p>

	Leaders will: - create consistent vision and planning documents that are scaffolded			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
PL and discussion on a shared 'vision' for integrated curriculum and curiosity/inquiry learning.	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Create through lines for integrated curriculum for P-6 in accordance with the Victorian Curriculum.	Curriculum Co-ordinator (s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To increase student engagement, collaboration and motivation within an inquiry-based learning community
12 month target 2.1	<p>Attitudes To School Survey: Learning Confidence – maintain 98% or above Student Motivation - maintain 98% or above</p> <p>Parent Opinion Survey Transition variable – increased from 5.63 General Satisfaction variable – increased from 5.52</p> <p>Attendance data Increase school attendance average above 92%</p> <p>Increase students opportunities to have a genuine voice in their learning through surveys & shadowing</p> <p>To maintain 0 expulsions & < 5 suspensions</p> <p>Active ALT (Action Learning Team) driving 21st Century Learning, Questioning and Inquiry</p>
FISO Initiative	Empowering students and building school pride

Key Improvement Strategy 4	Continue to plan for ways that give students the tools they need to become successful at directing their own learning (whole school approach).			
Actions	<ul style="list-style-type: none"> - Shadowing/surveying to gain insight to student voice - Inquiry based projects for students - Rubrics to measure personal learning within tasks 			
Evidence of impact	<p>Students will: self reflect and set rigorous, personal learning goals and have a "voice" in their learning;t</p> <p>Teachers will: build their capacity to provide student with opportunities to influence the curriculum; They will scaffold learning to increase student independence with regard to their learning</p> <p>Leaders will:</p> <ul style="list-style-type: none"> - create consistent vision and planning documents that are scaffolded 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Shadowing students around Maths	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Inquiry based projects for students	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Rubrics to measure personal learning within tasks	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Creating and implementing surveys to gain insight to student voice	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Shadowing students for a goal relating directly to PDPs. Develop and discuss in 2018.	Teacher(s)	<input type="checkbox"/> No	from: Term 3 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
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Goal 2	To increase student engagement, collaboration and motivation within an inquiry-based learning community
12 month target 2.1	<p>Attitudes To School Survey: Learning Confidence – maintain 98% or above Student Motivation - maintain 98% or above</p> <p>Parent Opinion Survey Transition variable – increased from 5.63 General Satisfaction variable – increased from 5.52</p> <p>Attendance data Increase school attendance average above 92%</p> <p>Increase students opportunities to have a genuine voice in their learning through surveys & shadowing</p> <p>To maintain 0 expulsions & < 5 suspensions</p> <p>Active ALT (Action Learning Team) driving 21st Century Learning, Questioning and Inquiry</p>
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 5	Continue to provide staff PL to obtain strategies and skills on the use of effective questioning techniques.
Actions	<ul style="list-style-type: none"> - Professional Learning - Professional documentations and planning
Evidence of impact	<p>Students will: Develop the ability to ask and answer high level questions</p> <p>Teachers will: Model and ask high level questions</p> <p>Leaders will: Facilitate PL related to questioning.</p>

	:
	Consistency

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Professional Learning on effective questioning	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Professional documentations and planning	School Improvement Team	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To further enhance our learning community by strengthening relationships and developing self-motivated, resilient and responsible learners and leaders.
12 month target 3.1	<p>Attitudes to School Survey Student Safety variable- increase from 87% to above 90% Student Morale variable - increase from 86% o 90% Classroom Behaviour variable - increase from 80% to 85%</p> <p>Parent Opinion Survey 2017 - 98% overall satisfaction - maintain</p> <p>Staff Opinion Survey Collective Efficacy: to increase by 5% reversing downward trend</p> <p>School climate overall increase from 79.03 to 83%</p>

FISO Initiative	Building communities			
Key Improvement Strategy 1	Continue to liaise with parents, families and the school community			
Actions	<ul style="list-style-type: none"> - Informal/Formal information nights- Morang South Partnerships Social Event, Winter Fest, Prep Information Night - English classes for parents - Festive Celebrations - Special Friends Day - Surveys - Reports/3 way conferences - uEducateUs us 			
Evidence of impact	<p>Students will: demonstrate pride in the school through the attitudes to school survey and involvement in whole school activities and competitions</p> <p>Teachers will: communicate and meet regularly with parents, seeking support and celebrating student achievement</p> <p>Leaders will: provide opportunities for staff and parents to interact; support School council and PFA</p> <p>Increased participation from parents/families at these events</p> <ul style="list-style-type: none"> - Stronger relationships with parents, families and the school community - A stronger connection with parents/families and the community 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
- Informal/Formal information nights- Morang South Partnerships Social Event, Winter Fest, Prep Information Night, Student Led conferences; focuss groups	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
English classes for parents	Teacher(s)	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used

Festive Celebrations- Carols, Harmony Day, White Ribbon day	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Special Friends Day during Education Week	All Staff	<input type="checkbox"/> No	from: Term 2 to: Term 2	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
Reports/3 way conferences Utilise interpreters where possible	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	To further enhance our learning community by strengthening relationships and developing self-motivated, resilient and responsible learners and leaders.
12 month target 3.1	<p>Attitudes to School Survey Student Safety variable- increase from 87% to above 90% Student Morale variable - increase from 86% o 90% Classroom Behaviour variable - increase from 80% to 85%</p> <p>Parent Opinion Survey 2017 - 98% overall satisfaction - maintain</p> <p>Staff Opinion Survey Collective Efficacy: to increase by 5% reversing downward trend</p> <p>School climate overall increase from 79.03 to 83%</p>
FISO Initiative	Building communities
Key Improvement Strategy 2	KidsMatter action team to evaluate initiatives to date and continue to implement current best practices

Actions	<ul style="list-style-type: none"> - Organise special events to create an awareness of different aspects that Kidsmatter encompasses, such as Harmony Day, RUOK? Day, White Ribbon Day - Survey staff/student voice/school community to evaluate Kidsmatter initiatives
Evidence of impact	<p>Students will: demonstrate pride in the school through the attitudes to school survey and involvement in whole school activities and competitions</p> <p>Teachers will: communicate and meet regularly with parents, seeking support and celebrating student achievement</p> <p>Leaders will: provide opportunities for staff and parents to interact; support School council and PFA</p> <p>Increased participation from parents/families at these events</p> <ul style="list-style-type: none"> - Stronger relationships with parents, families and the school community - A stronger connection with parents/families and the community <p>Students will have an awareness of these particular days and why they are recognised</p>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Organise special events to create an awareness of different aspects that Kidsmatter encompasses	Wellbeing Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Survey staff/student voice/school community with regards to evaluating initiatives	Wellbeing Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	To further enhance our learning community by strengthening relationships and developing self-motivated, resilient and responsible learners and leaders.
12 month target 3.1	<p>Attitudes to School Survey</p> <p>Student Safety variable- increase from 87% to above 90%</p> <p>Student Morale variable - increase from 86% o 90%</p>

	<p>Classroom Behaviour variable - increase from 80% to 85%</p> <p>Parent Opinion Survey</p> <p>2017 - 98% overall satisfaction - maintain</p> <p>Staff Opinion Survey</p> <p>Collective Efficacy: to increase by 5% reversing downward trend</p> <p>School climate overall increase from 79.03 to 83%</p>			
FISO Initiative	Building communities			
Key Improvement Strategy 3	Continue to implement the processes for behaviour management inside and outside, in line with the Student Engagement, Inclusion and Well being Policy.			
Actions	<ul style="list-style-type: none"> - PL provided to support current staff and induct new staff with SEW practices, including Respectful Relationships. - Rights and Responsibilities Folders to be utilise within the classroom and specialists 			
Evidence of impact	<ul style="list-style-type: none"> - Students will: Be able to understand and discuss the key aspects of Respectful Relationships at an age appropriate level Teachers will: Utilise the SEW & I policy and there will be consistency across the school in the way teachers speak and work with students Leaders will: continue to provide support and clearly communicate the high expectations embodies in the SEW&I policy Consistency in language across the school- staff and students - improved behaviour across the school 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
PL provided to support current staff and induct new staff with SEW practices, including Respectful Relationships.	Wellbeing Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Rights and Responsibilities Folders utilised during class and specialist sessions	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
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Goal 3	To further enhance our learning community by strengthening relationships and developing self-motivated, resilient and responsible learners and leaders.
12 month target 3.1	<p>Attitudes to School Survey Student Safety variable- increase from 87% to above 90% Student Morale variable - increase from 86% o 90% Classroom Behaviour variable - increase from 80% to 85%</p> <p>Parent Opinion Survey 2017 - 98% overall satisfaction - maintain</p> <p>Staff Opinion Survey Collective Efficacy: to increase by 5% reversing downward trend</p> <p>School climate overall increase from 79.03 to 83%</p>
FISO Initiative	Building communities
Key Improvement Strategy 4	Continue to support students to value and take on leadership responsibilities within the school and community
Actions	<p>Students have the opportunity to apply for certain roles in:</p> <ul style="list-style-type: none"> - Student Voice - JSC - Leadership Roles - Leadership Days
Evidence of impact	<p>-Students will: Value roles and responsibilities, demonstrating pride in the school and the part they play</p> <p>Teachers will: Provide opportunities for student leadership and support students to apply for positions and take advantage of opportunities available</p>

	Leaders will: Model supportive leadership and provide leadership opportunities for both staff and students			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Provide opportunities for students to become involved in Student Voice	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Provide opportunities for students to become involved in JSC	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$200.00 <input type="checkbox"/> Equity funding will be used
Provide opportunities for Grade 6 students to become involved in Leadership Roles	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$200.00 <input type="checkbox"/> Equity funding will be used
Provide Leadership Days for JSC and senior school students	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To further enhance our learning community by strengthening relationships and developing self-motivated, resilient and responsible learners and leaders.
12 month target 3.1	<p>Attitudes to School Survey Student Safety variable- increase from 87% to above 90% Student Morale variable - increase from 86% o 90% Classroom Behaviour variable - increase from 80% to 85%</p> <p>Parent Opinion Survey 2017 - 98% overall satisfaction - maintain</p>

	Staff Opinion Survey Collective Efficacy: to increase by 5% reversing downward trend School climate overall increase from 79.03 to 83%			
FISO Initiative	Building communities			
Key Improvement Strategy 5	Continue to liaise with community partners and agencies			
Actions	<ul style="list-style-type: none"> - School Psychologist/NIRODAH - Speech Therapist - Physiotherapist - PREPIC - Child First 			
Evidence of impact	Students will: access support through community partners and agencies to develop positive mental health; Teachers will: Model and support positive mental health referring students to agencies in partnership with parents, where necessary Leaders will: Ensure a variety of services are available to the community and encourage all community members to utilise these Improved mental well-being -			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Ensure students and parents/carers have access to the following services: <ul style="list-style-type: none"> - School Psychologist/Nirodah - Speech Therapist - Physiotherapist - PREPIC - Child First 	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,400.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	To further enhance our learning community by strengthening relationships and developing self-motivated, resilient and responsible learners and leaders.			
12 month target 3.1	<p>Attitudes to School Survey Student Safety variable- increase from 87% to above 90% Student Morale variable - increase from 86% o 90% Classroom Behaviour variable - increase from 80% to 85%</p> <p>Parent Opinion Survey 2017 - 98% overall satisfaction - maintain</p> <p>Staff Opinion Survey Collective Efficacy: to increase by 5% reversing downward trend</p> <p>School climate overall increase from 79.03 to 83%</p>			
FISO Initiative	Building communities			
Key Improvement Strategy 6	Continue to implement and review the effectiveness of initiatives to promote attendance at our school			
Actions	<ul style="list-style-type: none"> - Attendance Chart in classrooms - Tracking absences and acknowledging class with the least absences at assembly - Representation of absence data in reports 			
Evidence of impact	<p>Students will: Attend regularly</p> <p>Teachers will: focus on attendance and engage the students to promote school attendance</p> <p>Leaders will: focus on improving attendance through expanding the strategies available to staff and parents</p> <p>improved attendance data</p>			
Activities and Milestones	Who	Is this a Professional	When	Budget

		Learning Priority		
Attendance Chart in classrooms to be utilise every term	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Tracking absences and acknowledging classes with the least absences at assembly	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Representation of absence data in reports at mid-year and end of year.	Teacher(s)	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To further enhance our learning community by strengthening relationships and developing self-motivated, resilient and responsible learners and leaders.
12 month target 3.1	<p>Attitudes to School Survey Student Safety variable- increase from 87% to above 90% Student Morale variable - increase from 86% o 90% Classroom Behaviour variable - increase from 80% to 85%</p> <p>Parent Opinion Survey 2017 - 98% overall satisfaction - maintain</p> <p>Staff Opinion Survey Collective Efficacy: to increase by 5% reversing downward trend</p> <p>School climate overall increase from 79.03 to 83%</p>
FISO Initiative	Building communities
Key Improvement Strategy 7	Continue to review and monitor the transition program

Actions	Responsibility role - 6-7 coordinator; K - P Prep team leader; Team for transition with in school - P-1; 1-2; 2-3; 3-4; 4-5; 5 -6 Seek further strategies from colleagues at other schools sSurvey 2018 Prep parents re transition - reflect on and utilise data to make improvements Survey 2017 grade 6 students re transition - reflect on and utilise data to make improvements			
Evidence of impact	Students will: participate in a strong inter and intra school transition program Teachers will: provide a strong inter and intra school transition, scaffolding student transition from one grade level to the next Leaders will: ensure that their are leadership and responsibility roles around transition			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Transition Leaders to attend Network meeting	Curriculum Co-ordinator (s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Prep Transition Leader to liaise with Kindergartens	Curriculum Co-ordinator (s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Grade 6 Transition Leader to Liaise with Secondary Schools	Curriculum Co-ordinator (s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Goal 4	To improve the capacity of staff to collaborate and develop high level consistent evidence-based teaching practices.
12 month target 4.1	All staff to use LI & SC, have SEL posters & 9 problem solving strategies displayed.

	<p>Position Of Responsibility for policies & processes.</p> <p>Documented Scope and Sequences for English and Maths</p> <p>Central location for all whole school professional learning; PL plan</p> <p>Staff utilise Professional Practice Days (PPD) in line with AIP.</p> <p>Record of PPD and evaluation</p> <p>Curriculum budgets expended in line with school priorities</p>			
FISO Initiative	Building leadership teams			
Key Improvement Strategy 1	<p>Create a Position of Responsibility for updating relevant policy/process documents for 2018. Maintain a central location for all school processes.</p> <p>Complete relevant admin policies and processes when required.</p>			
Actions	<p>Appoint ES staff member in position of responsibility to oversee audit, development and organisation of policies and processes</p> <p>Maintain Central location for processes and policies - intranet</p> <p>Utilise DET policy portal</p>			
Evidence of impact	<p>Students will: understand LI & SC, the SEL posters and the 9 problem solving strategies at the appropriate level</p> <p>Teachers will: use LI & SC, have SEL posters & 9 problem solving strategies displayed and refer to school policies and processes</p> <p>Leaders will: Facilitate the program budget process and ensure policies are developed and up to date</p> <p>The community will have access to school policies and processes via the school website</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

ES staff member oversees policies and procedures	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Policies and process on Intranet and Website	Education Support	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Polices prepared and presented to School Council regularly	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 4	To improve the capacity of staff to collaborate and develop high level consistent evidence-based teaching practices.
12 month target 4.1	All staff to use LI & SC, have SEL posters & 9 problem solving strategies displayed. Position Of Responsibility for policies & processes. Documented Scope and Sequences for English and Maths Central location for all whole school professional learning; PL plan Staff utilise Professional Practice Days (PPD) in line with AIP. Record of PPD and evaluation Curriculum budgets expended in line with school priorities
FISO Initiative	Building leadership teams
Key Improvement Strategy 2	Maintain staff wellbeing through numerous activities, social events & support
Actions	Staff social events Attention to OH&S

	Continue to complete staff opinion survey Use survey monkey to elicit feedback
Evidence of impact	Students will: have a clear understanding of the SEW&I policy and the associated rights and responsibilities; live by the school values and support the school and communities members accordingly Teachers will: Participate in school events and be aware of strategies to maintain positive mental health and a safe environment Leaders will: Facilitate staff health and wellbeing through appropriately responding to the staff opinion survey and focussing on positive mental health amongst staff; Participate in OH & S audit; Have processes in place to maximise strategies which promote a safe and harmonious work environment

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Regular staff social functions	Wellbeing Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
OH&S reporting and response process	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
implement staff opinion survey	All Staff	<input type="checkbox"/> No	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 4	To improve the capacity of staff to collaborate and develop high level consistent evidence-based teaching practices.
12 month target 4.1	All staff to use LI & SC, have SEL posters & 9 problem solving strategies displayed. Position Of Responsibility for policies & processes.

	<p>Documented Scope and Sequences for English and Maths</p> <p>Central location for all whole school professional learning; PL plan</p> <p>Staff utilise Professional Practice Days (PPD) in line with AIP.</p> <p>Record of PPD and evaluation</p> <p>Curriculum budgets expended in line with school priorities</p>			
FISO Initiative	Building leadership teams			
Key Improvement Strategy 3	Create a central location for all whole school professional learning. File to contain: PL completed each term, documents, videos kept when required for PL. Part-time staff to access this to view PL.			
Actions	Utilise intranet to record PL and store associated resources			
Evidence of impact	<p>Students will: see teachers and ES staff as learners</p> <p>Teachers will: Build their capacity by participating in PL; Utilising their PDDs effectively and recording their professional learning.</p> <p>Leaders will: Ensure staff have opportunities for PL and for teaching staff to full utilise their PDD's by having an appropriate process, ensuring their is a PL budget, managing the budget and meeting regularly with staff to discuss their PL through a PDP process</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
PL Budget	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$45,000.00 <input type="checkbox"/> Equity funding will be used
PDD process	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Staff PI records	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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Goal 5	To develop student's thinking & questioning skills throughout English & Mathematics and to form cross-curriculum connections, particularly in Science.			
12 month target 5.1	Curiosity Program Scope and Sequence of Thinking and Questioning Skills Continue to investigate and develop MSPS Whole School Writing approach Participate in NEMR Professional Learning community Project Maintain Science Specialist program			
FISO Initiative	Intellectual engagement and self-awareness			
Key Improvement Strategy 1	Timetable and staff curiosity Program			
Actions	Timetable Curiosity Program Curiosity program conducted Terms 1 - 4			
Evidence of impact	Students will: see teachers and ES staff as learners Teachers will: Run Curiosity program Leaders will: Ensure timetable and processes facilitate Curiosity program			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Timetable and resources	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 5	To develop student's thinking & questioning skills throughout English & Mathematics and to form cross-curriculum connections, particularly in Science.			
12 month target 5.1	Curiosity Program Scope and Sequence of Thinking and Questioning Skills Continue to investigate and develop MSPS Whole School Writing approach Participate in NEMR Professional Learning community Project Maintain Science Specialist program			
FISO Initiative	Intellectual engagement and self-awareness			
Key Improvement Strategy 2	Document explicit Teaching of Thinking and Questioning Skills in planners driven by 21st Century Learning ALT.			
Actions	PL Familiarise staff with Victorian curriculum pertaining to Thinking and Questioning Design documents			
Evidence of impact	Students will: utilise higher order thinking and questioning Teachers will: be familiar with the Victorian Curriculum pertaining to Thinking and Questioning and utilise and model higher order thinking and questioning Leaders will: be familiar with the Victorian Curriculum pertaining to Thinking and Questioning and utilise and model higher order thinking and questioni			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
PL plan	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Planning sessions - days and meetings	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

Planning Documents	Team Leader(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Development of Scope and Sequences	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 5	To develop student's thinking & questioning skills throughout English & Mathematics and to form cross-curriculum connections, particularly in Science.			
12 month target 5.1	Curiosity Program Scope and Sequence of Thinking and Questioning Skills Continue to investigate and develop MSPS Whole School Writing approach Participate in NEMR Professional Learning community Project Maintain Science Specialist program			
FISO Initiative	Intellectual engagement and self-awareness			
Key Improvement Strategy 3	Continue to investigate and develop MSPS Whole School Writing approach.			
Actions	Appoint Learning Specialist (English) English ALT work as team to investigate and develop writing approach Utilise DET PLC initiative			
Evidence of impact	Students will: demonstrate improved writing skills via NAPLAN and local assessment, with a higher percentage of students exhibiting high growth. Teachers will: Build their capacity to develop and implement a more effective writing program in their classrooms Leaders will: Support the improvement of the writing program			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

DET PLC project	Principal	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$8,000.00 <input type="checkbox"/> Equity funding will be used
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Goal 5	To develop student's thinking & questioning skills throughout English & Mathematics and to form cross-curriculum connections, particularly in Science.			
12 month target 5.1	Curiosity Program Scope and Sequence of Thinking and Questioning Skills Continue to investigate and develop MSPS Whole School Writing approach Participate in NEMR Professional Learning community Project Maintain Science Specialist program			
FISO Initiative	Intellectual engagement and self-awareness			
Key Improvement Strategy 4	Participate in NEMR Professional Learning community Project leading to the development of a Whole School Writing model			
Actions	Register at least 4 staff members including Principal to join the initiative.			
Evidence of impact	Students will: demonstrate improved writing skills via NAPLAN and local assessment, with a higher percentage of students exhibiting high growth Teachers will: Support all staff to build their capacity to improve student writing outcomes Leaders will: Actively participate in the PLC where this will be developed			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Attend PLC professional learning and complete requirements	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Commence developing and documenting MSPS writing process	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
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Goal 5	To develop student's thinking & questioning skills throughout English & Mathematics and to form cross-curriculum connections, particularly in Science.			
12 month target 5.1	Curiosity Program Scope and Sequence of Thinking and Questioning Skills Continue to investigate and develop MSPS Whole School Writing approach Participate in NEMR Professional Learning community Project Maintain Science Specialist program			
FISO Initiative	Intellectual engagement and self-awareness			
Key Improvement Strategy 5	Maintain Science Specialist program			
Actions	Staff members appointed to run program Program timetabled for every grade. host Winter Fest event with focus on Science.			
Evidence of impact	Students will: - participate in weekly science sessions Teachers will: support specialist program and will teach scientific thinking in integrated units Leaders will: - ensure the person taking science lessons has up to date knowledge of best practice in this area - provide a reasonable budget to ensure all necessary equipment is available			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Science Program	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
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Professional Learning and Development Plan - 2018

Morang South Primary School (1975)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Form the Maths PLC and have regular meetings	PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site
Maths PLC to run whole school workshops focusing on sequence of learning, vocabulary, hands on experiences, resources & four proficiencies	All Staff	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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants DET PLC facilitators	<input checked="" type="checkbox"/> On-site
Maths PLC to stay up to date with the latest research, best	PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> Off-site Visits to

practice & current trends in mathematics			<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Bastow program/course	other schools
Continue to embed the Reading Strategies @MSPS through professional learning on the implementation through planning, monitoring and teaching.	Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site
Whole school English moderation to occur in Term 2 and 4 on Reading and Writing. Specific tasks to be arranged so staff have clear direction with the moderation task.	Curriculum Co-ordinator (s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Whole school Number and Algebra Mathematics moderation to occur in Term 2 and 4. Specific tasks to be arranged so staff have clear direction with the moderation task.	Assistant Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<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"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Professional learning opportunities on assessment and data implementation and	Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

collection and ways to triangulate this information through moderation, PL and team meetings (following on from SIL)			<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Bastow program/course	
Staff to contact schools that have hands-on experiences	School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <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"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site School visits
Having 2 whole school experiences that link to Maths, English, SEL and/or Digital technology	All Staff	from: Term 2 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"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Investigate a range of Writing practices and programs through research, professional learning and school observations	PLT Leaders	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<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"/> Subject association <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Seven Steps	<input checked="" type="checkbox"/> On-site

All staff to be introduced and receive PL on uEducateUs	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Team leaders to be trained so that they can lead their teams	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants uEducateUS	<input checked="" type="checkbox"/> On-site
All staff to be using uEducateUs for absences, reports, ILP's & parent communication	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants uEducateUS	<input checked="" type="checkbox"/> On-site
Staff to visit different schools highlighting writing, hands on experience & maths. Share learning upon return with relevant staff	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <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"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site PLC initiative
PL and discussion on a shared 'vision' for integrated curriculum and curiosity/inquiry learning.	Curriculum Co-ordinator (s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> On-site
Shadowing students around Maths	Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Bastow program/course	
Creating and implementing surveys to gain insight to student voice	Curriculum Co-ordinator (s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Preparation <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional Learning on effective questioning	School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PL provided to support current staff and induct new staff with SEW practices, including Respectful Relationships.	Wellbeing 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"/> Curriculum development	<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"/> Learning Specialist <input checked="" type="checkbox"/> External consultants DET Respectful Relationships staff; Our Watch; White Ribbon; DeakinUniversity	<input checked="" type="checkbox"/> On-site
Provide opportunities for students to become involved in Student Voice	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"/> 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
PL plan	School Improvement Team	from: Term 1 to: Term 4	<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 Initiative	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning Specialist	
Attend PLC professional learning and complete requirements	PLC Leaders	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site PLC initiative @ Bastow
Commence developing and documenting MSPS writing process	Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <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"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

Documents that support the plan

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