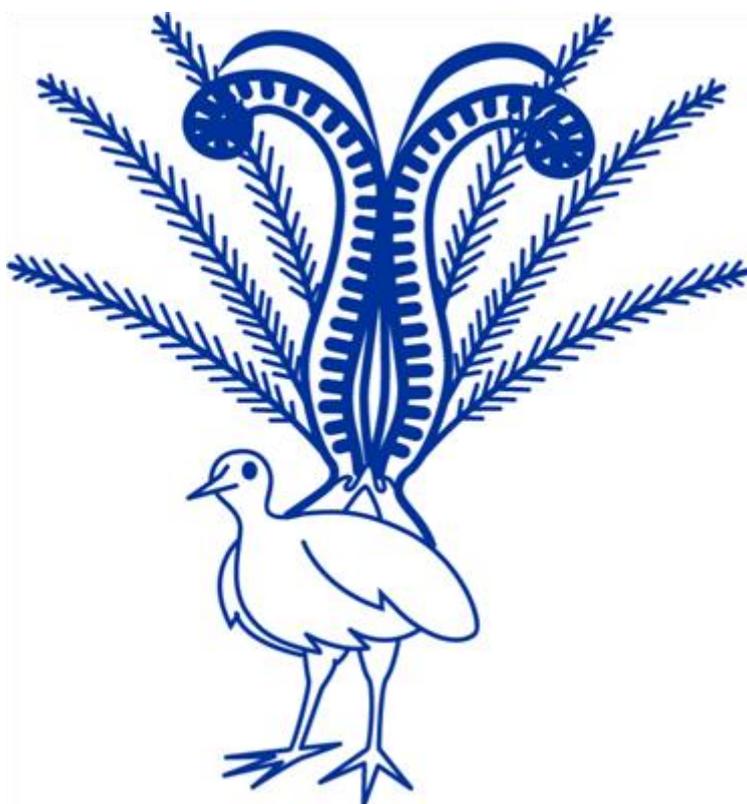


# 2018 Annual Implementation Plan

## for improving student outcomes

Buln Buln Primary School (2017)



Submitted for review by Nicole Ball (School Principal) on 13 November, 2017 at 08:39 PM

Endorsed by Deborah Harry (Senior Education Improvement Leader) on 24 November, 2017 at 05:32 PM

Endorsed by Michael White (School Council President) on 28 November, 2017 at 01:32 PM

# Self-evaluation Summary - 2018

Buln Buln Primary School (2017)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>	<b>Evidence and Analysis</b>
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Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding	Changes in teacher practice in mathematics has been a highlight of 2017. The focus on the teaching of the proficiencies in maths through rich tasks will continue in 2018 as we move to embed this practice. Prioritising 'targeted time for teacher discussion' has been positive and will continue in 2018. The target to have at least 65% of students achieve medium or high NAPLAN relative growth with 75% of students achieving medium growth. The target of increasing the proportion of students in the top two NAPLAN bands by 10% in numeracy was achieved for year 3 but not year 5.
	Curriculum planning and assessment	Evolving	We are on schedule to complete our work for curriculum planning and assessment with further work on embedding the capabilities on of the goals of our term 4 Curriculum Day. The work in developing 'I can' statements for the Victorian Curriculum by prioritising standards has provided staff with increased knowledge of the curriculum and what is essential for students to know by the end of year 6. Big ideas in number have been documented with assessments and interventions developed based on these. This process will be continued as we work to embed the changes to our assessment of mathematics. Our data wall is still not in place. This is a term 4 goal. Through the development of a proficiency scale on paragraphing we are beginning to identify 'big ideas' in English. This has also reinforced how we can make learning visible for our students.
	Evidence-based high-impact teaching strategies	Embedding moving towards Excelling	
	Evaluating impact on learning	Embedding	

<b>Professional leadership</b>	Building leadership teams	Embedding	A Leadership team was established in 2017. We have met fortnightly. Using the Continua of Practice we have self-evaluated how we have worked as a Leadership Team. This provided members of the team with expectations of our work, initiating increased individual involvement in voicing concerns and ideas about issues related to our AIP. The strength of our School Improvement Team was highlighted in our Staff Opinion Survey data in School Leadership, which continued to improve with a score of 88.19 - 10.15 above the state mean, and 3.3 above our 2016 score.
	Instructional and shared leadership	Embedding	
	Strategic resource management	Embedding	
	Vision, values and culture	Evolving	Our school vision and values were developed in late 2015. Feedback on the CoP shows that we need to be more visible with promoting them.

<b>Positive climate for learning</b>	Empowering students and building school pride	Embedding moving towards Excelling	
	Setting expectations and promoting inclusion	Evolving moving towards Embedding	The goal to build strong partnerships with all community members through improved connectedness is a continuing priority at Buln Buln as the Principal position is still a source of stress for the Community. By communicating regularly with staff, students and parents to keep them up to date with what is happening in the school, the stress is reduced. When completing the continua of practice it became apparent that there needs to be more extensive communication, especially in promoting our culture of high expectations and what we are doing in regards to safety and wellbeing.
	Health and wellbeing	Evolving moving towards Embedding	
	Intellectual engagement and self-awareness	Embedding	

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

<b>Enter your reflective comments</b>	<ul style="list-style-type: none"> <li>• There has been a shift in the teaching of mathematics, with the use of rich tasks enabling students to enter and exit activities at their own ZPD. Students appear more engaged in tasks and reflect on strategies used to complete the tasks.</li> <li>• Common Assessment Tasks are being developed and conducted, with results analysed to determine each student's learning needs.</li> <li>• PLTs are more focused on teaching and learning rather than administrative tasks.</li> <li>• The role of our student leaders has expanded and they are working on an action to improve student voice and connectedness at Buln Buln.</li> <li>• Through our work with PBS we have developed consistent approaches at each tier of the behavioural system pyramid.</li> </ul>
<b>Considerations for 2019</b>	<ul style="list-style-type: none"> <li>• Observation processes need to be established to provide further avenues for feedback to gauge impact of their practice.</li> <li>• Apply for the PLC program.</li> <li>• Improved communication about PBS with our school community.</li> <li>• We need to build an increased community network.</li> <li>• Promotion of our school vision and values.</li> </ul>
<b>Documents that support this plan</b>	

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Buln Buln Primary School (2017)

<b>Four Year Strategic Goals</b>	<b>Four Year Strategic Targets</b>	<b>Is this selected for focus this year?</b>	<b>12 month target</b> Outline what you want achieve in the next 12 months against your Strategic Plan target.	<b>FISO initiative</b>
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<p>To improve student outcomes in English and Mathematics.</p>	<p>Improvement in Relative Cohort growth in NAPLAN to show 75% of students achieving medium or high growth. (2015: numeracy – 60%; reading – 40%; writing - 80%; spelling – 53.33%; grammar &amp; punctuation – 53.33%) Increase the proportion of students in the top two NAPLAN bands by 10% in reading, writing and numeracy. Analysis of teacher judgements based on evidence from assessments show alignment and at least 12 months growth in English and Mathematics (as measured by the Victorian Curriculum) for 80% of students.</p>	<p>Yes</p>	<p>Improvement in Relative Growth in NAPLAN to show at least 70% of students achieving medium or high growth in writing (2017 - 75% in maths. 50.1% in writing) Increase the proportion of students in the top 2 NAPLAN bands by 10% in writing &amp; maths. (2017: Year 3: writing - 60%; maths - 56%; Year 5: writing - 17.6%; maths - 18.8%) Teacher judgements show at least 12 months growth in writing &amp; maths for 80% of students.</p>	<p>Building practice excellence</p>
<p>To build strong partnerships with all community members through improved connectedness.</p>	<p>To improve student connectedness, as assessed in the Attitudes To School Survey, from 3.85 in 2015 to 4.2 in 2019. To improve staff survey results for School Climate (75.41 in 2015) to be above the mean score for all primary schools by 2019. To improve the General Satisfaction variable in parent surveys (5.51 in 2015) to above the mean score for all primary schools by 2019.</p>	<p>No</p>	<p>To improve student connectedness, as assessed in the Attitude To School Survey by 10% (2017-3.3) To maintain staff survey results for School Climate to be above the mean score for all primary schools in 2018. (2017 - 91.3%) To maintain the General Satisfaction variable in parent survey to be over 90% of positive responses (2017-92%)</p>	
	<p>To improve learning confidence, as assessed in the Attitudes To School</p>	<p>Yes</p>	<p>To improve the percentile learning confidence score,</p>	<p>Empowering students and building school pride</p>

To build capable learners who confidently share their opinions and learning.	Survey, from 3.73 in 2015 to 4.1 in 2019. To improve the effectiveness, confidence and engagement of learners as shown by a school-based survey. To improve the use of student voice as demonstrated by a school-based survey.		as assessed in the Attitude To School Survey, by 10% in the 2018 survey. (7.9 in 2017)  To collect baseline data on the effectiveness, confidence and engagement of learners as shown by a school-based survey.	
	To improve the use of student voice as demonstrated by a school-based survey.	Yes	To improve student voice and agency, as assessed in the Attitude To School Survey by 10% (2017 percentiles: 4-6 - 4.7; 4 - 18.4; 5 - 4.2; 6 - 2.9)  To improve the use of student voice as demonstrated by a school-based survey.	Empowering students and building school pride

<b>Improvement Initiatives Rationale</b>
<p>In 2017 teachers implemented an agreed, consistent, whole school approach to the teaching of maths. Professional learning (PL) focussed on the elements of this approach with emphasis on developing rich tasks and CATS.</p> <p>NAPLAN numeracy data shows improvement with more students in the top 2 bands. Whilst there was an increase in medium relative growth, no students achieved high growth. Low growth decreased by 16.2%, with 75% of these students in the top 2 bands in grade 3. This indicates a need to target interventions for these students and embed teaching and learning practices in maths.</p> <p>A downward trend in writing occurred over the past 3 years - 50.1% achieving high or medium growth in 2017 (down from 82.36% in 2016), no student achieving high growth in our transitional growth. Our aim for 2018 is to strengthen our teaching approach in writing by auditing current practice, researching best practice and developing an agreed, consistent, whole school approach to the teaching of writing. The Leading Literacy PL will drive this work in building practice excellence in writing.</p> <p>Targeted time for teacher discussion prioritized our work in maths. It provided teachers with increased time to work as a PLC to create a highly effective way for staff to engage in professional conversations to improve shared understanding of teaching practices and student learning, specifically targeting improving assessments and interventions across the school. We aim to continue this dedicated time for our professional learning and engagement.</p>

Visible Learning practices have continued to be incorporated with consistency across the school - learning intentions, success criteria and feedback. The downturn in our ATOS Survey data highlights the need to refine these to enable students to be self-regulated learners, use student voice and feel increased connectedness. Empowering students and building school pride will be a focus in 2018 as we work to create a positive climate for learning at Buln.

<b>Goal 1</b>	To improve student outcomes in English and Mathematics.
<b>12 month target 1.1</b>	Improvement in Relative Growth in NAPLAN to show at least 70% of students achieving medium or high growth in writing (2017 - 75% in maths. 50.1% in writing) Increase the proportion of students in the top 2 NAPLAN bands by 10% in writing & maths. (2017: Year 3: writing - 60%; maths - 56%; Year 5: writing - 17.6%; maths - 18.8%) Teacher judgements show at least 12 months growth in writing & maths for 80% of students.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Collaboratively develop, document and implement a Buln Buln whole school consistent approach to teaching and learning, inclusive of agreed practices.
KIS 2	Use of comprehensive assessment practices in Mathematics and Writing that will drive and track future learning for each student.

<b>Goal 2</b>	To build capable learners who confidently share their opinions and learning.
<b>12 month target 2.1</b>	To improve the percentile learning confidence score, as assessed in the Attitude To School Survey, by 10% in the 2018 survey. (7.9 in 2017)  To collect baseline data on the effectiveness, confidence and engagement of learners as shown by a school-based survey.
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategies</b>	

KIS 1	Builds student capabilities and skills to become effective, confident and engaged learners.
<b>12 month target 2.2</b>	To improve student voice and agency, as assessed in the Attitude To School Survey by 10% (2017 percentiles: 4-6 - 4.7; 4 - 18.4; 5 - 4.2; 6 - 2.9)  To improve the use of student voice as demonstrated by a school-based survey.
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategies</b>	
KIS 1	Enhance student voice and student choice in providing relevant and challenging learning opportunities.

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

Buln Buln Primary School (2017)

<b>Goal 1</b>	To improve student outcomes in English and Mathematics.
<b>12 month target 1.1</b>	Improvement in Relative Growth in NAPLAN to show at least 70% of students achieving medium or high growth in writing (2017 - 75% in maths. 50.1% in writing) Increase the proportion of students in the top 2 NAPLAN bands by 10% in writing & maths. (2017: Year 3: writing - 60%; maths - 56%; Year 5: writing - 17.6%; maths - 18.8%) Teacher judgements show at least 12 months growth in writing & maths for 80% of students.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	Collaboratively develop, document and implement a Buln Buln whole school consistent approach to teaching and learning, inclusive of agreed practices.
Actions	Develop and document our whole school consistent approach to teaching and learning in writing.  Trial and implement our whole school teaching and learning approach in writing

	<p>Provide PL to embed maths lesson structure across the school ensuring rich tasks focusing on improving student outcomes for students working above expected level.</p> <p>Develop and implement a Response to Intervention model in maths, targeting students assessed below expected level.</p>			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Be able to articulate the goals of each lesson, and how they know if they have successfully achieved them.</li> <li>• Have confidence to articulate strategies used in number.</li> <li>• Understand the lesson structure of maths and writing sessions and use a common language to describe what is happening in the lesson.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Actively participate in observation/coaching sessions and reflect on their practice to identify areas for improvement.</li> <li>• Consistently implement our agreed whole school approach to teaching and learning in maths and writing.</li> <li>• Measure the impact of the High Impact Teaching Strategies on student learning.</li> </ul> <p>School Leaders will:</p> <ul style="list-style-type: none"> <li>• Conduct regular observations of practice in classrooms to understand the learning needs of each staff member to support the development of their knowledge and skills in teaching the components of the BBPS maths and writing lesson structures.</li> </ul>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Develop and document our whole school consistent approach to teaching and learning in writing:</p> <ul style="list-style-type: none"> <li>• Use learning from Leading Literacy Professional Learning to investigate and document sound pedagogical practices of effective teaching</li> <li>• Prioritise meeting times for whole staff discussion on developing an agreed teaching and learning approach</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
<p>Literacy Leader, in conjunction with School Improvement Team, will:</p> <ul style="list-style-type: none"> <li>• Work with our School Improvement Team to contextualize learning from the sessions to match the needs of Buln Buln</li> </ul>	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> <li>Develop a Whole School Professional Learning Program to build teacher capacity in the teaching and learning of writing</li> </ul>				
<ul style="list-style-type: none"> <li>Literacy Leader models components of our whole school consistent approach to teaching and learning in writing in PLC meetings</li> <li>Dedicate team planning and professional learning time for observation, assessment and evaluation of teaching practices</li> <li>Implement school wide observation/coaching program</li> <li>Timetable the Literacy Leader to work with each classroom teacher to enhance their capacity and in teaching writing</li> </ul>	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Performance and Development Plans include goals with a focus on the implementation of the activities for this Key Improvement Strategy	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
A Curriculum Day with a focus on our whole school consistent approach to teaching and learning in writing	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 3	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
Conducting a Whole School Writing Café to showcase student achievement in writing	Teacher(s)	<input type="checkbox"/> No	from: Term 4 to: Term 4	\$50.00 <input type="checkbox"/> Equity funding will be used
Joint Curriculum Day with Nilma Primary School and Neerim South Primary School. The focus will be on developing rich mathematical tasks and will be conducted by Charles Lovitt	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 2	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used
PLC meeting time and a professional practice day dedicated to the development of rich tasks in mathematics, focusing on the extension of students working above expected level	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional Learning on the Response to Intervention Model, followed by collaboration by all staff to implement an effective RTI model in mathematics for students working below expected level	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	To improve student outcomes in English and Mathematics.			
<b>12 month target 1.1</b>	Improvement in Relative Growth in NAPLAN to show at least 70% of students achieving medium or high growth in writing (2017 - 75% in maths. 50.1% in writing) Increase the proportion of students in the top 2 NAPLAN bands by 10% in writing & maths. (2017: Year 3: writing - 60%; maths - 56%; Year 5: writing - 17.6%; maths - 18.8%) Teacher judgements show at least 12 months growth in writing & maths for 80% of students.			
<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 2</b>	Use of comprehensive assessment practices in Mathematics and Writing that will drive and track future learning for each student.			
Actions	<p>Develop visible learning proficiency scales focusing on writing to enhance our Guaranteed and Viable Curriculum already in place in English.</p> <p>Develop teacher capacity to work as Professional Learning Communities to use student assessment results to plan and evaluate their own teaching, and then adapt and differentiate their approaches to improve students' engagement and learning.</p> <p>Develop Common Assessment Tasks linked to proficiency scales to establish student learning needs. Trial targeted interventions to move students forward in their learning. Re-administer CAT to evaluate impact of interventions.</p>			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> <li>Understand and self-assess their progress and be able to articulate what they need to learn next</li> <li>Have confidence to take risks and be stretched in their learning.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Collaborate with PLC members to identify students learning needs and target interventions accordingly.</li> <li>Develop visible learning Proficiency Scales that provide students with transparency about what they are required to do to be successful with their maths and writing as well as giving students direction for their next learning goal(s).</li> </ul> <p>School Leaders will:</p> <ul style="list-style-type: none"> <li>Regularly attend PLC Meetings to identify areas of improvement and success.</li> <li>Build a culture of trust and collaboration where change and innovation based on research and evidence can flourish.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional</b>	<b>When</b>	<b>Budget</b>

		Learning Priority		
Targeted time for teacher discussion timetabled fortnightly for F - 2 and 3 - 6 teams during class time	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Using the learning from the Charles Lovitt Professional Learning Day, time will be allocated for PLC's to develop a bank of mathematical rich tasks	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Literacy Leader completing the Literacy Data, Assessment and Practice Online Course	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To build capable learners who confidently share their opinions and learning.
<b>12 month target 2.1</b>	To improve the percentile learning confidence score, as assessed in the Attitude To School Survey, by 10% in the 2018 survey. (7.9 in 2017)  To collect baseline data on the effectiveness, confidence and engagement of learners as shown by a school-based survey.
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategy 1</b>	Builds student capabilities and skills to become effective, confident and engaged learners.
Actions	Build students' confidence to set high expectations for their own learning, have regular conversations about their progress, and celebrate their achievements with them  Making learning visible for students using visible learning practices such as learning ladders, learning intentions, success criteria and feedback to make learning visible for students so they can set goals for their learning behaviours and/or learning  Build teacher capacity to use the High Impact Teaching Strategies and reflect on which strategy is the best choice to teach a concept or skill, and engage students

	Develop inquiry skills in students through Integrated curriculum units			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Be stretched in their learning but feel confident to take risks to be successful</li> <li>• Feel engaged and are active in the learning process</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Plan and adjust their practice in response to one or more of the High Impact Teaching Strategies and monitor the impact on student engagement and learning outcomes</li> <li>• Develop visible learning Proficiency Scales that provide students with transparency about what they are required to do to be successful with their maths and writing as well as giving students direction for their next learning goal(s)</li> </ul> <p>Leadership will:</p> <ul style="list-style-type: none"> <li>• Understand the learning needs of each staff member to support the development of their knowledge and capacity in creating effective, confident and engaged learners</li> </ul>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Document effective practice used to promote efficient, confident and engaged learners at Buln using a tiered approach - Universal, Targeted, Intensive	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Use F - 6 PLC Meetings as PL sessions to build teacher capacity to use the High Impact Teaching Strategies and reflect on which strategy is the best choice to teach a concept or skill, and engage students	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To build capable learners who confidently share their opinions and learning.
<b>12 month target 2.2</b>	To improve student voice and agency, as assessed in the Attitude To School Survey by 10% (2017 percentiles: 4-6 - 4.7; 4 - 18.4; 5 - 4.2; 6 - 2.9)

	To improve the use of student voice as demonstrated by a school-based survey.			
<b>FISO Initiative</b>	Empowering students and building school pride			
<b>Key Improvement Strategy 1</b>	Enhance student voice and student choice in providing relevant and challenging learning opportunities.			
Actions	Embed 4 levels of feedback across the school – student to student; student to teacher; teacher to student; teacher to teacher  Increase opportunities for student voice			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Understand and self-assess their progress and be able to articulate what they need to learn next</li> <li>• Have confidence in providing feedback to peers, teachers and leadership</li> <li>• Have influence in the decision making across a broad range of school areas</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Actively seek feedback from students through a variety of forums</li> <li>• Empower students to have influence in the decision making across a broad range of school areas</li> </ul> <p>School Leaders will:</p> <ul style="list-style-type: none"> <li>• Actively develop students' leadership skills, and works with a variety of community stakeholders to provide opportunities for students to practice these</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Peer Mediation Training for new 2019 Peer Mediators (students)	Teacher(s)	<input type="checkbox"/> No	from: Term 4 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Circle Time embedded across the school.  Regular Circle Time timetabled in each classroom - with questions used documented for all staff to access.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Election of 2018 House Captains, Vice Captains and Junior School Councillors.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Whole school structures developed to ensure students at all levels are given a 'voice' - eg. JSC members assigned to F - 2 classes for regular check ins and feedback.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

## Professional Learning and Development Plan - 2018

Buln Buln Primary School (2017)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop and document our whole school consistent approach to teaching and learning in writing: <ul style="list-style-type: none"> <li>Use learning from Leading Literacy Professional Learning to investigate and document sound pedagogical practices of effective teaching</li> <li>Prioritise meeting times for whole staff discussion on developing an agreed teaching and learning approach</li> </ul>	Leadership Team	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development <input type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL <input type="checkbox"/> VCAA Curriculum Specialist <input type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching partners <input type="checkbox"/> Leadership partners <input type="checkbox"/> School improvement partnerships <input type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site <input type="checkbox"/> Off-site

			<input checked="" type="checkbox"/> Individualised Reflection		<input type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist <input type="checkbox"/> External consultants	
<p>Literacy Leader, in conjunction with School Improvement Team, will:</p> <ul style="list-style-type: none"> <li>Work with our School Improvement Team to contextualize learning from the sessions to match the needs of Buln Buln</li> <li>Develop a Whole School Professional Learning Program to build teacher capacity in the teaching and learning of writing</li> </ul>	Leadership Team	<p>from: Term 1 to: Term 4</p>	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development <input type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL <input type="checkbox"/> VCAA Curriculum Specialist <input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching partners <input type="checkbox"/> Leadership partners <input type="checkbox"/> School improvement partnerships <input type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input checked="" type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist <input type="checkbox"/> External consultants	<input type="checkbox"/> On-site <input checked="" type="checkbox"/> Off-site  <p>Literacy Leaders Program organised through Bastow</p>
<ul style="list-style-type: none"> <li>Literacy Leader models</li> </ul>	PLC Leaders	<p>from: Term 3</p>	<input type="checkbox"/> Planning	<input type="checkbox"/> Whole School Student Free Day	<input type="checkbox"/> SEIL	<input checked="" type="checkbox"/> On-site

<p>components of our whole school consistent approach to teaching and learning in writing in PLC meetings</p> <ul style="list-style-type: none"> <li>Dedicate team planning and professional learning time for observation, assessment and evaluation of teaching practices</li> <li>Implement school wide observation/coaching program</li> <li>Timetable the Literacy Leader to work with each classroom teacher to enhance their capacity and in teaching writing</li> </ul>		<p>to: Term 4</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Preparation</li> <li><input type="checkbox"/> Design of formative assessments</li> <li><input type="checkbox"/> Moderated assessment of student learning</li> <li><input type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> <li><input checked="" type="checkbox"/> Individualised Reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input type="checkbox"/> Timetabled Planning Day</li> <li><input type="checkbox"/> Network Professional Learning</li> <li><input type="checkbox"/> Communities of Practice</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> VCAA Curriculum Specialist</li> <li><input type="checkbox"/> Primary Mathematics and Science specialists</li> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input type="checkbox"/> PLC Initiative</li> <li><input type="checkbox"/> Teaching partners</li> <li><input type="checkbox"/> Leadership partners</li> <li><input type="checkbox"/> School improvement partnerships</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input type="checkbox"/> Subject association</li> <li><input type="checkbox"/> Bastow program/course</li> <li><input type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> <li><input type="checkbox"/> Maths/Sci Specialist</li> <li><input type="checkbox"/> External consultants</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Off-site</li> </ul>
<p>A Curriculum Day with a focus on our whole school consistent approach to teaching and learning in writing</p>	<p>Leadership Team</p>	<p>from: Term 3 to: Term 3</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Planning</li> <li><input type="checkbox"/> Preparation</li> <li><input type="checkbox"/> Design of formative assessments</li> <li><input type="checkbox"/> Moderated assessment of student learning</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Student Free Day</li> <li><input type="checkbox"/> Professional Practice Day</li> <li><input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input type="checkbox"/> Timetabled Planning Day</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SEIL</li> <li><input type="checkbox"/> VCAA Curriculum Specialist</li> <li><input type="checkbox"/> Primary Mathematics and Science specialists</li> <li><input type="checkbox"/> Literacy expertise</li> <li><input type="checkbox"/> PLC Initiative</li> <li><input type="checkbox"/> Teaching partners</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> <li><input type="checkbox"/> Off-site</li> </ul>

			<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development <input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs <input type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> Leadership partners <input type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist <input type="checkbox"/> External consultants	
<p>Joint Curriculum Day with Nilma Primary School and Neerim South Primary School. The focus will be on developing rich mathematical tasks and will be conducted by Charles Lovitt</p>	PLC Leaders	<p>from: Term 2 to: Term 2</p>	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development <input type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL <input type="checkbox"/> VCAA Curriculum Specialist <input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching partners <input type="checkbox"/> Leadership partners <input type="checkbox"/> School improvement partnerships <input type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input type="checkbox"/> Bastow program/course	<input type="checkbox"/> On-site <input checked="" type="checkbox"/> Off-site  <p>Nilma Primary School</p>

			<input type="checkbox"/> Individualised Reflection		<input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input type="checkbox"/> External consultants	
<p>PLC meeting time and a professional practice day dedicated to the development of rich tasks in mathematics, focusing on the extension of students working above expected level</p>	<p>PLC Leaders</p>	<p>from: Term 2 to: Term 3</p>	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development <input type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL <input type="checkbox"/> VCAA Curriculum Specialist <input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching partners <input type="checkbox"/> Leadership partners <input type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site <input type="checkbox"/> Off-site
<p>Targeted time for teacher discussion</p>	<p>Teacher(s)</p>	<p>from: Term 1</p>	<input type="checkbox"/> Planning	<input type="checkbox"/> Whole School Student Free Day	<input type="checkbox"/> SEIL	<input checked="" type="checkbox"/> On-site

<p>timetabled fortnightly for F - 2 and 3 - 6 teams during class time</p>		<p>to: Term 4</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input type="checkbox"/> Curriculum development</li> <li><input type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> <li><input type="checkbox"/> Individualised Reflection</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Professional Practice Day</li> <li><input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input type="checkbox"/> Timetabled Planning Day</li> <li><input type="checkbox"/> Network Professional Learning</li> <li><input type="checkbox"/> Communities of Practice</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> VCAA Curriculum Specialist</li> <li><input type="checkbox"/> Primary Mathematics and Science specialists</li> <li><input type="checkbox"/> Literacy expertise</li> <li><input type="checkbox"/> PLC Initiative</li> <li><input type="checkbox"/> Teaching partners</li> <li><input type="checkbox"/> Leadership partners</li> <li><input type="checkbox"/> School improvement partnerships</li> <li><input type="checkbox"/> Internal staff</li> <li><input type="checkbox"/> Subject association</li> <li><input type="checkbox"/> Bastow program/course</li> <li><input type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> <li><input checked="" type="checkbox"/> Maths/Sci Specialist</li> <li><input type="checkbox"/> External consultants</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Off-site</li> </ul>
<p>Using the learning from the Charles Lovitt Professional Learning Day, time will be allocated for PLC's to develop a bank of mathematical rich tasks</p>	<p>Teacher(s)</p>	<p>from: Term 2 to: Term 3</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input type="checkbox"/> Moderated assessment of student learning</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Whole School Student Free Day</li> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input type="checkbox"/> Timetabled Planning Day</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SEIL</li> <li><input type="checkbox"/> VCAA Curriculum Specialist</li> <li><input type="checkbox"/> Primary Mathematics and Science specialists</li> <li><input type="checkbox"/> Literacy expertise</li> <li><input type="checkbox"/> PLC Initiative</li> <li><input type="checkbox"/> Teaching partners</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> <li><input type="checkbox"/> Off-site</li> </ul>

			<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development <input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs <input type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> Leadership partners <input type="checkbox"/> School improvement partnerships <input type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input type="checkbox"/> External consultants	
Literacy Leader completing the Literacy Data, Assessment and Practice Online Course	PLC Leaders	from: Term 1 to: Term 3	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development <input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL <input type="checkbox"/> VCAA Curriculum Specialist <input type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching partners <input type="checkbox"/> Leadership partners <input type="checkbox"/> School improvement partnerships <input type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input type="checkbox"/> Bastow program/course	<input type="checkbox"/> On-site <input checked="" type="checkbox"/> Off-site  <b>Bastow Online Course</b>

			<input checked="" type="checkbox"/> Individualised Reflection		<input type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants  Leaders of Bastow Course	
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### Documents that support the plan

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