

2018 Annual Implementation Plan

for improving student outcomes

Mount Evelyn Primary School (3642)



Submitted for review by Angela O'Hare (School Principal) on 06 February, 2018 at 11:39 AM
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 21 February, 2018 at 02:36 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Mount Evelyn Primary School (3642)

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

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

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

Enter your reflective comments	There is evidence of pockets of excellence and best practice throughout the school. The challenge that has become evident through the school review and the FISO self evaluation is to ensure that this best practice is shared and whole school processes result.
Considerations for 2019	The finding of the 2017 school review and resultant 2018-21 SSP will provide focus areas for 2018. Our 2017 focus on improving student outcomes in numeracy will continue but will be a lesser priority. This is largely due to the increasing priority of literacy in the school and the region, the school's involvement with a group of network schools in the PLC initiative and the literacy expertise of our teaching partners. In response to the rising number of students experiencing trauma and the need to build staff capacity in this area, we will focus on whole school Berry Street Educational Model training and implementation.
Documents that support this plan	2017 AIP midyear updated Mount Evelyn PS.docx (0.14 MB)

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Mount Evelyn Primary School (3642)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target Outline what you want achieve in the next 12 months against your Strategic Plan target.	FISO initiative
To improve the learning growth of every student in literacy and numeracy.	<ul style="list-style-type: none"> • increase high relative growth in NAPLAN for years 3 to 5 and years 5 to 7, in all literacy and numeracy domains • decrease low relative growth in NAPLAN for years 3 to 5 and years 5 to 7, in all literacy and numeracy domains • increase the percentage of students achieving in the top two bands in NAPLAN for all domains • consistently achieve one year of growth for all students as reflected in the Victorian Curriculum teacher judgment data • increase the percentage of students achieving As and Bs 	Yes	<ul style="list-style-type: none"> • Increase the percentage of students achieving in the top two bands in NAPLAN for all domains Year 3 Curriculum Area/SSP Target/2017 Benchmark Data/2018 Target Numeracy/55%/45.7%/49.5% Reading / 65%/59.3%/61% Writing / 60%/49.1%/52% Spelling/ 65%/56%/60% Grammar and Punctuation/70%/67.7%/68% Year 5 Curriculum Area/SSP Target/2017 Benchmark Data/2018 Target Numeracy/25%/15.4%/19% Reading / 30%/23%/25% 	Building practice excellence

	<p>as measured by the Victorian Curriculum</p> <ul style="list-style-type: none"> • decrease the number of students achieving Ds and Es measured by the Victorian Curriculum • improve the Prin/Teach component of the School Staff Survey for Guaranteed and viable curriculum and Academic emphasis mean score to at or above the state mean. 		<p>Writing / 25%/10.7%/14.5% Spelling/ 25%/15.4%/19% Grammar and Punctuation/30%/23%/25%</p> <ul style="list-style-type: none"> • Increase high relative growth in NAPLAN for years 3 to 5 and years 5 to 7, in all literacy and numeracy domains <p>Year 3 to 5/ SSP Target/ 2017 Benchmark Data/ 2018 Target</p> <table border="0"> <tr> <td>Numeracy</td> <td>25%</td> <td></td> </tr> <tr> <td></td> <td>/16.67%/</td> <td>19%</td> </tr> <tr> <td>Reading</td> <td>25%/</td> <td></td> </tr> <tr> <td></td> <td>16.39%/</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>/ 15%/ 19%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>/ 19.67%</td> </tr> <tr> <td></td> <td></td> <td>/ 21%</td> </tr> <tr> <td>Grammar & Punctuation</td> <td>25%</td> <td></td> </tr> <tr> <td></td> <td>/19.67%/</td> <td>21%</td> </tr> </table> <p>Year 5 to 7 / SSP Target / 2017 Benchmark Data/ 2018 Target</p> <table border="0"> <tr> <td>Numeracy</td> <td>25%</td> <td>/</td> </tr> <tr> <td></td> <td>20.69%/</td> <td>22%</td> </tr> <tr> <td>Reading</td> <td>30%/</td> <td></td> </tr> <tr> <td></td> <td>24.14%/</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>40%</td> <td>/ 37.93%/</td> </tr> <tr> <td></td> <td>38.5%</td> <td></td> </tr> <tr> <td>Spelling</td> <td>35%</td> <td>/ 31.03%/</td> </tr> <tr> <td></td> <td>33%</td> <td></td> </tr> <tr> <td>Grammar & Punctuation</td> <td>25%</td> <td></td> </tr> </table>	Numeracy	25%			/16.67%/	19%	Reading	25%/			16.39%/	19%	Writing	25%	/ 15%/ 19%	Spelling	25%	/ 19.67%			/ 21%	Grammar & Punctuation	25%			/19.67%/	21%	Numeracy	25%	/		20.69%/	22%	Reading	30%/			24.14%/	26%	Writing	40%	/ 37.93%/		38.5%		Spelling	35%	/ 31.03%/		33%		Grammar & Punctuation	25%		
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To build a positive climate for learning.	<p>Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> improve the positive responses to all components of Effective teaching practice for cognitive engagement improve the positive responses to all components of the Learner characteristics and dispositions improve the positive responses to Teacher concerns. <p>Parent Opinion Survey:</p> <ul style="list-style-type: none"> improve the mean for Stimulating learning and Learning focus. <p>School Staff Survey:</p> <ul style="list-style-type: none"> improve Collective efficacy and Collective focus on student learning. 	Yes	<p>Attitudes to School Survey Data - % Positive Endorsement</p> <p>Effective teaching practice for cognitive engagement</p> <p>SSP target 2017 bmk 2018 target</p> <p>Differentiated learning challenge 85% 79% (147/186) 81%</p> <p>Effective classroom behaviour 78% 73% (136/186) 76%</p> <p>Effective teaching time 88% 81% (150/186) 85%</p> <p>Stimulated learning 78% 72% (134/186) 75%</p>	Empowering students and building school pride

			<p>Learner Characteristics and Disposition</p> <p>SSP target 2017 bmk 2018 target</p> <p>Learning confidence 82% 76%(141/186) 79%</p> <p>Resilience 80% 74% (137/186) 76%</p> <p>Motivation and interest 84% 78% (145/186) 80%</p> <p>Self-regulation and goal setting 88% 82% (152/186) 85%</p> <p>Attitudes to attendance 92% 86% (160/186) 89%</p> <p>Teacher-Student Relations</p> <p>SSP target 2017 bmk 2018 target</p> <p>Teacher Concern 76% 71% (132/186) 73%</p> <p>School Staff Survey - % Positive Endorsement SSP target 2017 benchmark 2018 target</p>	
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Improvement Initiatives Rationale

Stronger educational outcomes are achieved when there is alignment and consistency between all stakeholders. Our aim during the next strategic period is to work with students, staff, families and the local community to ensure that there is a clarity of purpose and a culture of high expectations. By regularly communicating our school mission and vision and living our school values, we aim to ensure that our students are supported to become the best learners that they can be.

Following a period of instability and inconsistency in practice, we continue to build staff expertise and capacity across the school. This is being addressed through the strategic employment of staff with specific skill sets and experience who are able to play a leading role in the school. Our teaching teams, curriculum teams and professional learning teams are becoming more balanced in experience, skill sets and pedagogical understandings. We aim to attract and keep high quality staff who build strong relationships with students, have high expectations of students and have a solid understanding of curriculum.

In order to more effectively build teacher capacity and ensure consistency of best practice across the school, we will continue to source and implement robust professional learning and use a feedback model to ensure high level understandings and school wide implementation. As part of our strategic plan implementation, the

2018 Annual Implementation Plan will include a review of the school's current instructional model and whole school curriculum practices and understandings. This will ensure that there is a very clear sense of process and purpose across the school.

Goal 1	To improve the learning growth of every student in literacy and numeracy.
12 month target 1.1	<ul style="list-style-type: none"> Increase the percentage of students achieving in the top two bands in NAPLAN for all domains <p>Year 3 Curriculum Area/SSP Target/2017 Benchmark Data/2018 Target Numeracy/55%/45.7%/49.5% Reading / 65%/59.3%/61% Writing / 60%/49.1%/52% Spelling/ 65%/56%/60% Grammar and Punctuation/70%/67.7%/68%</p> <p>Year 5 Curriculum Area/SSP Target/2017 Benchmark Data/2018 Target Numeracy/25%/15.4%/19% Reading / 30%/23%/25% Writing / 25%/10.7%/14.5% Spelling/ 25%/15.4%/19% Grammar and Punctuation/30%/23%/25%</p> <ul style="list-style-type: none"> Increase high relative growth in NAPLAN for years 3 to 5 and years 5 to 7, in all literacy and numeracy domains <p>Year 3 to 5/ SSP Target/ 2017 Benchmark Data/ 2018 Target Numeracy 25% /16.67%/19% Reading 25%/ 16.39% /19% Writing 25% / 15%/ 19% Spelling25% / 19.67% / 21% Grammar & Punctuation25% /19.67%/ 21%</p> <p>Year 5 to 7 / SSP Target / 2017 Benchmark Data/2018 Target Numeracy 25% / 20.69% /22% Reading 30%/ 24.14% / 26% Writing 40% / 37.93%/ 38.5%</p>

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Key Improvement Strategies	
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Define Evidence of Impact and Activities and Milestones - 2018

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FISO Initiative	Building practice excellence												
Key Improvement Strategy 1	Develop a pedagogical framework and agreed instructional model that is consistently implemented across the school.												

<p>Actions</p>	<p>Actions from the School Review Report</p> <ul style="list-style-type: none"> • Develop, document and embed an agreed pedagogical framework • Develop, document and embed agreed whole school practices to the teaching of literacy and numeracy • Build collaborative teacher practices that incorporate reflection and feedback • Build the capacity of instructional leaders <p>Actions from Building Practice Excellence</p> <ul style="list-style-type: none"> • Collect and analyse student learning data to identify staff professional learning needs • Collect and analyse staff feedback on the impact that the school's professional learning program has had on improving teaching practice and on student learning growth • Align professional learning to the literacy and numeracy goals and strategies within the AIP and ensure professional learning is inclusive of shared understandings of agreed instructional models, collaborative, involving reflection and feedback, informed by the collection, analysis and evaluation of student data, evidence-based and modelled on recognised best practice and ongoing, supported and fully integrated into the culture of the school • Assess team leaders' capacity to lead improvement, and build capacity through structured professional learning focused on instructional coaching (BASTOW courses) • Provide time for teachers to collaborate, trial and reflect on their practice in order to develop and document an agreed instructional model • Ensure teacher PDPs include SMART goals relating to improving literacy and numeracy outcomes. <p>Actions from Evidence-based High Impact Teaching Strategies</p> <ul style="list-style-type: none"> • Develop and implement the school's evidence-based instructional model • Provide access to professional learning, reading and resources • Develop comprehensive and documented literacy and mathematics scope and sequence • Effective STUDENT IMPROVEMENT & ENGAGEMENT TEAMS (SIET'S) • Plan and deliver structured lessons, which optimise time on task, incorporate a series of clear steps, provide time for reflection and scaffold learning
<p>Evidence of impact</p>	<p>Students:</p> <ul style="list-style-type: none"> • High levels of learning growth and engagement • Provide regular feedback to teachers • Articulate the learning intentions and reflect on their progress • Access multiple and varied exposures before undertaking learning tasks • Demonstrate mastery before moving on • Feedback to improve their learning • Consistency in lesson delivery and sequence • Increased risk taking and willingness to attempt tasks

	<p>Teachers:</p> <ul style="list-style-type: none"> • Consistent teacher judgements • Review of impact of practice on student learning outcomes • Identify effective pedagogical practices • Differentiate practice for purpose • Make connections between the learning goals, activities and assessment tasks • Plan and deliver structured lessons • Create transparent, predictable and purposeful routines for students • Monitor student understanding and provide feedback • Reinforce expectations and routines and scaffold learning • Clear transitions between each step in the lesson • Review, clarify and reinforce key points and assess student understanding • Explain what students need to know and be able to do by the end of the lesson or unit • Use worked examples as part of instruction • Allow students sufficient time to practice what they have learnt • Guide student practice by monitoring and scaffolding • Reinforce the main points at the end of the lesson • Use explicit teaching to provide instruction, demonstrate concepts and build student knowledge and skills • Show students what to do, how to do it and create opportunities in lessons to demonstrate understanding and apply learning <p>Principal:</p> <ul style="list-style-type: none"> • Ensure consistency through regular implementing walkthroughs • Spend time in classrooms to speak with students about their learning • Structure school improvement and engagement teams to ensure representation from all levels and a clear vision • Provide resources and access to expertise as needed in order to build teacher capacity and ensure consistent implementation 				
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget	
<ul style="list-style-type: none"> • Regularly meet as an ES team to discuss successes and challenges in literacy and numeracy • Liaise with teachers to ensure the literacy and numeracy 	Education Support	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used	

<ul style="list-style-type: none"> curriculum is differentiated for students with additional needs Engage in all professional learning opportunities 				
<ul style="list-style-type: none"> Participate in literacy and numeracy professional learning as required Participate in coaching, mentoring and peer observation and feedback to build capacity. Teachers are expected to participate in school/team feedback processes and, in 2018, the Teaching Partners initiative. 	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$8,000.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Conference with students each term to set individual learning goals Reflect on student feedback to improve teacher effectiveness - using HITS to build capacity 	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> All teacher PDPs are to include a literacy and a numeracy goal aligned to the AIP and evaluated in line with the school's assessment schedule 	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Lead teams to collaboratively plan curriculum and teaching and learning units of work that incorporate the school's Literacy and Numeracy practices and follow the school's agreed pedagogical framework and instructional model 	Team Leader(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Ensure that assessment practices are implemented in line with the school's assessment schedule and that data is discussed and analysed during team meetings. Ensure that data is entered into GradeXpert for further analysis. 	Team Leader(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Work with the Teaching partners to build skills and capacity in data analysis, differentiation of teaching and best practice to more effectively lead staff teams 	Team Leader(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> Lead the School Improvement and Engagement teams to identify and embed consistent, effective pedagogical practices for Literacy/Numeracy/Wellbeing 	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$1,000.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Lead the School Improvement and Engagement teams to develop role descriptions and a plan of action aligned to the AIP 	Learning Specialist(s)	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Lead the development of the whole school consistent approach to the teaching of literacy and numeracy Lead the development and documentation of the school's instructional model 	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Coordinate and timetable leadership walk throughs, providing feedback on on Literacy and Numeracy practices Formalise and timetable a coaching/mentoring and peer observation and feedback process to build capacity 	Principal	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Lead the implementation Teaching Partner Initiative to build capacity across the school. Work closely with the teacher partners and team leaders to create data walls, facilitate regular opportunities for data analysis and review teaching and learning practices to ensure they meet individual student needs. 	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Participate in the Professional Learning Communities initiative (focusing on writing) with 5 other network schools and lead the introduction and implementation of this into my own school. Work closely with the other network schools in the analysis of data, strategic planning and lifting student outcomes in writing. 	Principal	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To build a positive climate for learning.
12 month target 2.1	Attitudes to School Survey Data - % Positive Endorsement Effective teaching practice for cognitive engagement

	<p style="text-align: center;">SSP target 2017 bmk 2018 target</p> <p>Differentiated learning challenge 85% 79% (147/186) 81%</p> <p>Effective classroom behaviour 78% 73% (136/186) 76%</p> <p>Effective teaching time 88% 81% (150/186) 85%</p> <p>Stimulated learning 78% 72% (134/186) 75%</p> <p>Learner Characteristics and Disposition</p> <p style="text-align: center;">SSP target 2017 bmk 2018 target</p> <p>Learning confidence 82% 76%(141/186) 79%</p> <p>Resilience 80% 74% (137/186) 76%</p> <p>Motivation and interest 84% 78% (145/186) 80%</p> <p>Self-regulation and goal setting 88% 82% (152/186) 85%</p> <p>Attitudes to attendance 92% 86% (160/186) 89%</p> <p>Teacher-Student Relations</p> <p style="text-align: center;">SSP target 2017 bmk 2018 target</p> <p>Teacher Concern 76% 71% (132/186) 73%</p> <p>School Staff Survey - % Positive Endorsement</p> <p style="text-align: center;">SSP target 2017 benchmark 2018 target</p> <p>Collective efficacy 72% 52.1% (22/42) 60%</p> <p>Collective focus 90% 80.6% (34/42) 85%</p> <p>Parent opinion Survey - % Positive Endorsement</p> <p style="text-align: center;">SSP target 2017 benchmark 2018 target</p> <p>Stimulating learning 90% 80% (37/47) 83%</p> <p>Student motivation and support 85% 70% (33/47) 75%</p>
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	Provide a stimulating learning environment where students are empowered to take responsibility for their learning and become independent, motivated learners.

<p>Actions</p>	<p>Actions from the School Review Report</p> <ul style="list-style-type: none"> • build the capacity of staff to provide a learning environment where students are engaged and motivated to learn • develop increased student responsibility and ownership in their own learning <p>Actions from FISO – Positive Climate for Learning –Intellectual Engagement and self-awareness</p> <ul style="list-style-type: none"> • challenge students at their point of learning need • Authentic tasks develop students' critical and creative thinking, teamwork, negotiation, decision making, synthesis and problem solving skills <p>Actions from HITS</p> <ul style="list-style-type: none"> • (Metacognitive strategies)-use metacognitive strategies to help students develop awareness of their own learning, to self regulate and to drive and sustain their motivation to learn
<p>Evidence of impact</p>	<p>Students:</p> <ul style="list-style-type: none"> • develop a greater sense of confidence and self-efficacy • feel more positive, engaged and connected to the school • experience a greater sense of power and autonomy in their learning environment • are supported to evaluate their own progress, self regulate and take responsibility for their own learning • can independently self regulate, monitor and communicate their readiness to learn • have a range of strategies to enable them to re focus and re engage • feel more positive about school • feel positive about themselves • reflect on their learning processes, self assess and acknowledge the impact of effort on achievement <p>Teachers:</p> <ul style="list-style-type: none"> • collect robust evidence of student learning and use it to target teaching • demonstrates how to use a particular metacognitive strategy in ways that make content knowledge more accessible, malleable and intriguing • use the Berry Street Educational Model to build a culture of trust and support within the classroom • support student engagement • regular and robust implementation of the BSEM modules <p>Leaders:</p>

	<ul style="list-style-type: none"> the BSEM is consistently implemented across the school and is supported by all stakeholders student wellbeing data entered into GradeXpert indicates that students are better able to self regulate and initiate their resilience plans 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<ul style="list-style-type: none"> Participate fully in all BSEM professional learning opportunities Work with the Assistant Principal and SIET to develop, implement and monitor resilience plans for students Implementation of the BSEM is evident in classroom practice, anecdotal records and is discussed and minuted in all ES meetings 	Education Support	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Participate fully in all BSEM professional learning opportunities Implementation of the BSEM is evident in classroom practice and routines, planning documents and is discussed and minuted in all team meetings Participate in ongoing professional learning, discussions, peer feedback in order to further develop skills 	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Resilience plans are in place, clearly communicated to all stakeholders and regularly reviewed There is evidence of stronger student/teacher relationships that are respectful and supportive Opportunities are in place for students to provide feedback to adults and peers 	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Support staff by developing a toolkit of brainbreaks, morning greetings and regulation strategies. Regularly model these during staff and team meetings and lead staff discussions about the effectiveness of these. 	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$4,000.00 <input type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> Work with the SIT to analyse and discuss student wellbeing data and use this to identify and target student needs. Evidence should indicate that students are better able to self regulate and initiate their resilience plans Set up GradeXpert student maps to include agreed upon wellbeing data. Ensure that student wellbeing data is regularly entered into GradeXpert. 	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
<p>Resource the implementation of the Berry Street Educational Model-</p> <ul style="list-style-type: none"> Ensure that all staff are involved in four days of professional learning Allocation of student free days to support this focus Create a School Improvement and Engagement Team specifically for the implementation of the BSEM Provide time and resourcing for staff to participate in professional learning, discussions, peer feedback and to build their skills Collaborate and work with Berry Street trainers to ensure that the training and support is school specific 	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Work with the SIT and staff to develop, document and commit to a clear and agreed upon BSEM plan of action, implementation and evaluation. 	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Regularly communicate the philosophy and evidence behind the BSEM to the school and wider community. Support this with implementation strategies, ideas for home and success stories. 	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Mount Evelyn Primary School (3642)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<ul style="list-style-type: none"> Regularly meet as an ES team to discuss successes and challenges in literacy and numeracy Liaise with teachers to ensure the literacy and numeracy curriculum is differentiated for students with additional needs Engage in all professional learning opportunities 	Education Support	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Planning ✓ Individualised Reflection 	<ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> ✓ Internal staff ✓ Learning Specialist 	<ul style="list-style-type: none"> ✓ On-site
<ul style="list-style-type: none"> Participate in literacy and numeracy professional learning as required Participate in coaching, mentoring and peer observation and feedback to build capacity. Teachers are expected to participate in school/team feedback processes and, in 2018, the Teaching Partners initiative. 	Teacher(s)	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Design of formative assessments ✓ Moderated assessment of student learning ✓ Peer observation including feedback and reflection 	<ul style="list-style-type: none"> ✓ Professional Practice Day ✓ Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> ✓ Teaching partners ✓ Internal staff ✓ Learning Specialist ✓ External consultants <p>maths consultants - M2</p>	<ul style="list-style-type: none"> ✓ On-site
<ul style="list-style-type: none"> Conference with students each term to set individual learning goals Reflect on student feedback to improve teacher effectiveness - using HITS to build capacity 	Teacher(s)	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Planning ✓ Curriculum development ✓ Peer observation including feedback and reflection 	<ul style="list-style-type: none"> ✓ Professional Practice Day ✓ Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> ✓ Teaching partners ✓ Internal staff ✓ Learning Specialist 	<ul style="list-style-type: none"> ✓ On-site

<ul style="list-style-type: none"> Work with the Teaching partners to build skills and capacity in data analysis, differentiation of teaching and best practice to more effectively lead staff teams 	Team Leader(s)	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Planning ✓ Curriculum development ✓ Peer observation including feedback and reflection 	<ul style="list-style-type: none"> ✓ Professional Practice Day ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ Communities of Practice 	<ul style="list-style-type: none"> ✓ SEIL ✓ Teaching partners ✓ Internal staff ✓ Learning Specialist 	<ul style="list-style-type: none"> ✓ On-site
<ul style="list-style-type: none"> Lead the School Improvement and Engagement teams to identify and embed consistent, effective pedagogical practices for Literacy/Numeracy/Wellbeing 	Learning Specialist(s)	from: Term 1 to: Term 3	<ul style="list-style-type: none"> ✓ Planning ✓ Collaborative Inquiry/Action Research team ✓ Peer observation including feedback and reflection 	<ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ Timetabled Planning Day 	<ul style="list-style-type: none"> ✓ Teaching partners ✓ Internal staff ✓ Learning Specialist 	<ul style="list-style-type: none"> ✓ On-site
<ul style="list-style-type: none"> Lead the development of the whole school consistent approach to the teaching of literacy and numeracy Lead the development and documentation of the school's instructional model 	Assistant Principal	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Planning ✓ Collaborative Inquiry/Action Research team ✓ Curriculum development 	<ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> ✓ Literacy expertise ✓ Teaching partners ✓ Internal staff 	<ul style="list-style-type: none"> ✓ On-site
<ul style="list-style-type: none"> Participate in the Professional Learning Communities initiative (focusing on writing) with 5 other network schools and lead the introduction and implementation of this into my own school. Work closely 	Principal	from: Term 3 to: Term 4	<ul style="list-style-type: none"> ✓ Collaborative Inquiry/Action Research team ✓ Curriculum development ✓ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ Network Professional Learning ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ SEIL ✓ VCAA Curriculum Specialist ✓ PLC Initiative 	<ul style="list-style-type: none"> ✓ Off-site <p>Bastow</p>

with the other network schools in the analysis of data, strategic planning and lifting student outcomes in writing.						
<ul style="list-style-type: none"> Participate fully in all BSEM professional learning opportunities Work with the Assistant Principal and SIET to develop, implement and monitor resilience plans for students Implementation of the BSEM is evident in classroom practice, anecdotal records and is discussed and minuted in all ES meetings 	Education Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Berry Street trainers	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> Participate fully in all BSEM professional learning opportunities Implementation of the BSEM is evident in classroom practice and routines, planning documents and is discussed and minuted in all team meetings Participate in ongoing professional learning, discussions, peer feedback in order to further develop skills 	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Berry Street trainers	<input checked="" type="checkbox"/> On-site
Resource the implementation of the Berry Street	Principal	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site

<p>Educational Model-</p> <ul style="list-style-type: none"> • Ensure that all staff are involved in four days of professional learning • Allocation of student free days to support this focus • Create a School Improvement and Engagement Team specifically for the implementation of the BSEM • Provide time and resourcing for staff to participate in professional learning, discussions, peer feedback and to build their skills • Collaborate and work with Berry Street trainers to ensure that the training and support is school specific 		to: Term 2	<ul style="list-style-type: none"> ✓ Preparation ✓ Individualised Reflection 	<ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions 	Berry Street Trainers	
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Documents that support the plan

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

Self-evaluation Summary

[2017 AIP midyear updated Mount Evelyn PS.docx \(0.14 MB\)](#)

2018 Annual Implementation Plan

[Mount Evelyn PS 2018 AIP version1.docx \(0.1 MB\)](#)