**2018 Annual Implementation Plan**

Submitted for review by Jennifer Robinson (School Principal) on 24 January, 2018 at 01:47 PM  
Endorsed by Anne Fox (Senior Education Improvement Leader) on 24 January, 2018 at 03:59 PM  
Endorsed by Elizabeth Bajada (School Council President) on 01 February, 2018 at 01:44 PM

**for improving student outcomes**

Kurunjang Primary School (5256)



**Self-evaluation Summary - 2018**

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|  | FISO Improvement Model Dimensions  The 6 High-impact Improvement Initiatives are highlighted below in red. | | Self-evaluation Level |
| **Excellence in teaching and learning** |  | Building practice excellence | Evolving |
|  | Curriculum planning and assessment | Evolving |
|  | Evidence-based high-impact teaching strategies | Emerging moving towards Evolving |
|  | Evaluating impact on learning | Emerging moving towards Evolving |

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| **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 |

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

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

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| **Enter your reflective comments** | The self evaluation is an ongoing process and began with the 2017 self evaluation and 12 month monitoring of the AIP. (attached) |
| **Considerations for 2018** | The 2018 AIP continues to build on the strategic intent of the 2016-2019 Strategic Plan, with a focus on reading instructional practice, building on the data literacy and measuring impact in PLTs and continuing to implement SWPBS and attendance. |
| **Documents that support this plan** | 2017 AIP 12 months monitoring completed.docx (0.17 MB) |

**Annual Implementation Plan - 2018**

**FISO Improvement Initiatives and Key Improvement Strategies**

Kurunjang Primary School (5256)

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| 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 |
| Improve learning outcomes in Literacy and Numeracy Years Foundation to Year 6 | Increase the average percentage of students achieving **high growth**:   * Reading from 13% (2016) to 30% (2019) * Writing from 14% (2016) to 18% (2019) * Numeracy from 13% (2016) to 21% (2019)    Decrease the average percentage of students achieving **low growth**:   * Reading from 27% (2016) to 20% (2019) * Writing from 36% (2016) to 34% (2019) * Numeracy from 30% (2016) to 25% (2019) | Yes | Increase the average percentage of students achieving high growth:  Reading from 23% (2017) to 25% (2018) Writing from 12% (2017) to 15% (2018) Numeracy from 15% (2017) to 18% (2018)  Decrease the average percentage of students achieving low growth: Reading from 25% (2017) to 20% (2018) Writing from 38% (2017) to 36% (2018) Numeracy from 29% (2017) to 27% (2018) | Building practice excellence |
| To establish a safe, calm and orderly learning environment | STUDENT ATTITUDES TO SCHOOL   * Stimulating Learning – Increase from 14.5% in 2017 to at/above 30% in 2019 * Student Safety – Increase from 1.9% in 2017 to at/above 20%in 2019 * Learning Confidence- Increase from 7.5% in 2017 to at/above 25% in 2019   PARENT OPINION   * High Expectation for Success – Increase from 86% (2017) to at or above 96 in 2019 * Managing Bullying – Increase from 59% (2017) to at or above 70% in 2019   STAFF OPINION   * Collective Efficacy- Increase percentage of positive responses from 29.3% in 2017 to more than 37% in 2019. * Academic Emphasis- Increase percentage of positive responses from 32.3% in 2017 to more than 40% in 2019. * Instructional Leadership- Increase percentage of positive responses from 65.7% in 2017 to more than 70% in 2019.   ATTENDANCE:   * Decrease student absences from an average of 20.08 days (2017) to 19 days or less (2018). * Decrease unexplained student absences from an average of  11.4 days (2017) to 9 days (2018) * Decrease the % of studnets with chronic absence (20 or more days absent from 25% (2917) to 24% (2018) | Yes | STUDENT ATTITUDES TO SCHOOL Stimulating Learning – Increase from 14.5% in 2017 to at/above 20% in 2018 Student Safety – Increase from 1.9% in 2017 to at/above 10%in 2018 Learning Confidence- Increase from 7.5% in 2017 to at/above 15% in 2018  PARENT OPINION High Expectation for Success – Increase from 86% (2017) to at or above 91% in 2018 Managing Bullying – Increase from 59% (2017) to at or above 64% in 2018  STAFF OPINION Collective Efficacy- Increase percentage of positive responses from 29.3% in 2017 to more than 33% in 2018. Academic Emphasis- Increase percentage of positive responses from 32.3% in 2017 to more than 36% in 2018. Instructional Leadership- Increase percentage of positive responses from 65.7% in 2017 to more than 67.7% in 2018.  ATTENDANCE: Decrease the number of student absences from an average of 20.08 days (2017) to 19.3 or less (2018). Decrease unexplained student absences from an average of 11.4 days(2017) to 9 days or less (2018) Decrease in the % of students with chronic absence (20 or more absent days) from 25% (2017) to 24% (2018) | Setting expectations and promoting inclusion |

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| Improvement Initiatives Rationale |
| Kurunjang Primary school underwent a priority review in 2015. The critical findings around the terms of reference and the review identified leadership, teaching and learning; and an orderly learning environment as priorities for school improvement.  In 2017 these co-related with the FISO improvement priorities of Professional Leadership, Excellence in Teaching and Learning and Positive Climate for Learning; and the specific initiatives of Building Leadership Teams, Building Practice Excellence, Curriculum Planning and Assessment, and Setting Expectations and Promoting Inclusion.  Review of the second year of the School Strategic Plan and evaluation of school literacy, numeracy and attendance data by the Leadership team with SEIL Anne Fox in November 2017 has identified the need to retain these initiatives as priority for school improvement in 2018.  We will continue to develop and embed a Professional Learning Community culture for improving student outcomes and achievement through: - true and effective collaboration at a PLT and whole school level - consistent understanding and implementation of a Guaranteed & Viable Curriculum and High Impact Teaching and Curriculum Strategies - consistent and focused use of evidence to plan for differentiated learning - a whole school and PLT-based approach to building teacher capacity and practice |

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| Goal 1 | Improve learning outcomes in Literacy and Numeracy Years Foundation to Year 6 |
| 12 month target 1.1 | Increase the average percentage of students achieving high growth:  Reading from 23% (2017) to 25% (2018) Writing from 12% (2017) to 15% (2018) Numeracy from 15% (2017) to 18% (2018)  Decrease the average percentage of students achieving low growth: Reading from 25% (2017) to 20% (2018) Writing from 38% (2017) to 36% (2018) Numeracy from 29% (2017) to 27% (2018) |
| FISO Initiative | Building practice excellence |
| Key Improvement Strategies |  |
| KIS 1 | Establish and embed effective PLCs for leading school improvement. |
| KIS 2 | Embed a whole school focus on purposeful teaching, high expectations of learning and consistent instructional practice |

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| Goal 2 | To establish a safe, calm and orderly learning environment |
| 12 month target 2.1 | STUDENT ATTITUDES TO SCHOOL Stimulating Learning – Increase from 14.5% in 2017 to at/above 20% in 2018 Student Safety – Increase from 1.9% in 2017 to at/above 10%in 2018 Learning Confidence- Increase from 7.5% in 2017 to at/above 15% in 2018  PARENT OPINION High Expectation for Success – Increase from 86% (2017) to at or above 91% in 2018 Managing Bullying – Increase from 59% (2017) to at or above 64% in 2018  STAFF OPINION Collective Efficacy- Increase percentage of positive responses from 29.3% in 2017 to more than 33% in 2018. Academic Emphasis- Increase percentage of positive responses from 32.3% in 2017 to more than 36% in 2018. Instructional Leadership- Increase percentage of positive responses from 65.7% in 2017 to more than 67.7% in 2018.  ATTENDANCE: Decrease the number of student absences from an average of 20.08 days (2017) to 19.3 or less (2018). Decrease unexplained student absences from an average of 11.4 days(2017) to 9 days or less (2018) Decrease in the % of students with chronic absence (20 or more absent days) from 25% (2017) to 24% (2018) |
| FISO Initiative | Setting expectations and promoting inclusion |
| Key Improvement Strategies |  |
| KIS 1 | Further embed a consistent whole school approach and practice in SWPBS |
| KIS 2 | Build student confidence and their capacity as learners |

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

Kurunjang Primary School (5256)

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| Goal 1 | Improve learning outcomes in Literacy and Numeracy Years Foundation to Year 6 | | | | |
| 12 month target 1.1 | Increase the average percentage of students achieving high growth:  Reading from 23% (2017) to 25% (2018) Writing from 12% (2017) to 15% (2018) Numeracy from 15% (2017) to 18% (2018)  Decrease the average percentage of students achieving low growth: Reading from 25% (2017) to 20% (2018) Writing from 38% (2017) to 36% (2018) Numeracy from 29% (2017) to 27% (2018) | | | | |
| FISO Initiative | Building practice excellence | | | | |
| Key Improvement Strategy 1 | Establish and embed effective PLCs for leading school improvement. | | | | |
| Actions | Build teacher capacity Further develop high performing PLTs across the school | | | | |
| Evidence of impact | Students articulate Learning Intention and Success Criteria for lessons and individual goals for success Teachers implement consistent instructional practice with a reduction in variance Leaders deliver a consistent instructional model | | | | |
| Activities and Milestones | | Who | Is this a Professional Learning Priority | When | Budget |
| Define the Leadership structure roles/responsibiltities and matrix incorporating principal class, leading teachers, learning specialist and PLT leaders | | Principal | 🞎 No | from: Term 1  to: | $0.00 🞎 Equity funding will be used |
| Appoint 2 Learning Specialists (1/2 & 3/4) to support the capacity of staff in achieving student learning targets. | | Principal | 🞎 No | from: Term 1  to: | $208,310.00 🗹 Equity funding will be used |
| Develop a GANTT chart aligned with the strategic priorities and consultancy | | Assistant Principal | 🞎 No | from: Term 1  to: | $0.00 🞎 Equity funding will be used |
| Create a documented competency rubric for PLT structure including PLT leaders, PLCs, Leadership team. | | Leadership Team | 🗹 Yes | from: Term 1  to: | $10,000.00 🗹 Equity funding will be used |
| Support staff to incorporate a school wide literacy goal and strategies in their PDP documentation and facilitate regular meetings with teams and individuals to discuss progress against the literacy goal | | Leadership Team | 🞎 No | from: Term 1  to: | $0.00 🞎 Equity funding will be used |
| Attend and /or scheudule regional/BASTOW PL relevant in supporting the development of effective teaching practices across the school | | Leadership Team | 🗹 Yes | from: Term 1  to: Term 4 | $15,000.00 🗹 Equity funding will be used |
| Employ consultant Colin Sloper for whole school and professional learning team PL | | Principal | 🗹 Yes | from: Term 1  to: Term 4 | $10,000.00 🗹 Equity funding will be used |
| Employ a Numeracy Consultant (Rob Vingerhoets) for one semester, one day per week. | | Principal | 🗹 Yes | from: Term 1  to: Term 2 | $65,000.00 🗹 Equity funding will be used |
| Employ a Literacy Consultant (Brenda Leonard) for two semesters, two days per week. | | Principal | 🗹 Yes | from: Term 1  to: Term 4 | $45,000.00 🗹 Equity funding will be used |
| Review the scope and sequence to incorporate literacy and numeracy strategies | | All Staff | 🞎 No | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Lead School Improvement Teams in the investigation of instructional models of literacy, numeracy and ICT. | | PLC Leaders | 🗹 Yes | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Review and embed PLC Norms | | Leadership Team | 🞎 No | from: Term 1  to: | $0.00 🞎 Equity funding will be used |
| Refine and embed scheduled regular meetings for the Teaching and Learning PLT to include Learning Specialists and consultants. | | Leadership Team | 🞎 No | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Ensure priority scheduled fortnightly School Improvement Teams (relating to AIP goals Teaching and Learning and Positive School Climate) | | Leadership Team | 🗹 Yes | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |

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| FISO Initiative | Building practice excellence | | | | |
| Key Improvement Strategy 2 | Embed a whole school focus on purposeful teaching, high expectations of learning and consistent instructional practice | | | | |
| Actions | Continue building capacity of PLTs to analyse and use data to inform planning and instruction, and monitor student growth. Expand intervention and differentiation | | | | |
| Evidence of impact | Students have improved learning outcomes in reading and an increased awareness of their learning growth  Teachers implement consistent instructional practice with a reduction in variance Leaders provide regular feedback to teams and individuals and support staff through professional learning and coaching conversations | | | | |
| Activities and Milestones | | Who | Is this a Professional Learning Priority | When | Budget |
| Use Essential Learnings to develop all units of work. | | Teacher(s) | 🞎 No | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Establish proficiency scales | | Teacher(s) | 🗹 Yes | from: Term 1  to: | $10,800.00 🗹 Equity funding will be used |
| Use Proficiency Scales to develop student goals. | | Teacher(s) | 🞎 No | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Provide professional learning to teachers to develop consistent and ongoing feedback to students around instruction and learning goals. | | Teacher(s) | 🞎 No | from: Term 1  to: Term 4 | $20,000.00 🗹 Equity funding will be used |
| Establish a culture of data analysis and planning | | Leadership Team | 🗹 Yes | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Develop a common goal in Professional Development Plans for improvement of student outcomes | | Principal | 🗹 Yes | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Further develop a Guaranteed and Viable Curriculum | | Leadership Team | 🗹 Yes | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Attend regional PL on HITS and develop a PL program for staff. Target HITS within classroom Learning Walk observations and feedback | | Leadership Team | 🗹 Yes | from: Term 1  to: Term 4 | $7,920.00 🗹 Equity funding will be used |
| Model differentiation in planning and instructional practice in Literacy and Numeracy, with emphasis on Year 2 and 4. | | Leadership Team | 🞎 No | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Employ a Speech Pathologist to identify and develop classroom programs for improvement in phonemic awareness | | Principal | 🞎 No | from: Term 1  to: Term 4 | $25,200.00 🗹 Equity funding will be used |
| Further develop a consistent instructional model (GGR through coaching and whole school planning with priority in Year 1 & 2. | | Leadership Team | 🗹 Yes | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Implement the reading continuum across the school | | Leadership Team | 🗹 Yes | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Conduct Learning walks across the school on a weekly basis with a clear designated focus and timely feedback. | | Leadership Team | 🞎 No | from: Term 1  to: Term 4 | $20,000.00 🗹 Equity funding will be used |
| Continue professional learning and collaboration in the refinement of effective use of pre and post testing, moderation and monitoring of achievement. | | Leadership Team | 🞎 No | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Explicit instructional practices and documented non-negotiables are identified and implemented. | | Leadership Team | 🗹 Yes | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |

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| FISO Initiative | Setting expectations and promoting inclusion | | | | |
| Key Improvement Strategy 1 | Further embed a consistent whole school approach and practice in SWPBS | | | | |
| Actions | Implement strategies and procedures for managing student behaviour | | | | |
| Evidence of impact | Students demonstrate the school values and strategies for self regulation Teachers engage students and effectively respond to challenging behaviours  Leaders facilitate and scaffold professional learning of the school /DET values and behavioural expectations | | | | |
| Activities and Milestones | | Who | Is this a Professional Learning Priority | When | Budget |
| Embed Positive Support Programing and BCTC | | Wellbeing Team | 🞎 No | from: Term 1  to: Term 4 | $14,760.00 🗹 Equity funding will be used |
| Allied Health and other relevant professionals to be included in the PSP process to support student learning | | Wellbeing Team | 🞎 No | from: Term 1  to: Term 4 | $10,000.00 🗹 Equity funding will be used |
| Undertake structured classroom observations including feedback to staff | | Wellbeing Team | 🗹 Yes | from: Term 1  to: Term 4 | $14,760.00 🗹 Equity funding will be used |
| Build the capacity of new staff within the network Community of Practice in AVID, BSEM and SWPBS | | Wellbeing Team | 🗹 Yes | from: Term 1  to: Term 4 | $28,825.00 🗹 Equity funding will be used |
| Lead School Improvement Teams in the researched and evidence based strategies of BSEM, AVID and SWPBS | | Wellbeing Team | 🗹 Yes | from: Term 1  to: Term 4 | $6,700.00 🗹 Equity funding will be used |
| Professional Learning to occur from Visiting Teacher Service including ASD and ABLES | | Wellbeing Team | 🗹 Yes | from: Term 1  to: | $0.00 🞎 Equity funding will be used |
| Establish understanding and consistent implementation of the Student Engagement and Inclusion policy and Child Safe standards. | | Wellbeing Team | 🞎 No | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Introduction of Insight (COMPASS) to develop Individual Learning Plans written and developed for identified students including those within the Program for Students with Disabilities, Out of Home Care, Koorie/TSI and students working 12 months above or below the expected level. | | Wellbeing Team | 🗹 Yes | from: Term 1  to: Term 4 | $1,000.00 🗹 Equity funding will be used |
| Further develop staff and team capacity to utilise aspects of COMPASS including chronicle entries for recording and analysing student data, Insights for ILPs, increased specific based collections including attendance and class exits. | | Wellbeing Team | 🞎 No | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Audit and seek feedback from PLTs to refine the SEL curriculum focussing on the building resilience and respectful relationships programs. | | Wellbeing Team | 🞎 No | from: Term 1  to: Term 3 | $0.00 🞎 Equity funding will be used |

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| Goal 2 | To establish a safe, calm and orderly learning environment | | | | |
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| FISO Initiative | Setting expectations and promoting inclusion | | | | |
| Key Improvement Strategy 2 | Build student confidence and their capacity as learners | | | | |
| Actions | Develop processes for inclusion of student voice | | | | |
| Evidence of impact | Students have high expectations of themselves as learners and can articulate the next steps for success Teachers differentiate learning within students zone of proximal development Leaders provide feedback to students and staff on success and areas for improvement | | | | |
| Activities and Milestones | | Who | Is this a Professional Learning Priority | When | Budget |
| Embed and integrate school motto, mission, vision and values across the whole school. | | All Staff | 🞎 No | from: Term 1  to: Term 4 | $5,000.00 🗹 Equity funding will be used |
| Develop and implement student leadership/Student voice across the school. | | All Staff | 🞎 No | from: Term 1  to: Term 4 | $365.00 🗹 Equity funding will be used |
| Develop consistent processes with students for developing learning goals and calm plans with clear indicators of what they require to successfully achieve them. | | Teacher(s) | 🞎 No | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Collect regular feedback from students regarding school improvement through student leadership groups, focus groups, school survey data and such tools as student surveys e.g.: Marzano’s ‘High Reliability Framework’. | | Wellbeing Team | 🗹 Yes | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Embed AVID WICOR strategies Organisation and Collaboration and introduce Writing and Reading strategies within the instructional program. | | School Improvement Team | 🗹 Yes | from: Term 1  to: Term 4 | $4,700.00 🗹 Equity funding will be used |
| Embed student attendance policy and processes. | | Wellbeing Team | 🗹 Yes | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |

**Professional Learning and Development Plan - 2018**

Kurunjang Primary School (5256)

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| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Create a documented competency rubric for PLT structure including PLT leaders, PLCs, Leadership team. | Leadership Team | from: Term 1 | 🗹 Planning  🗹 Curriculum development  🗹 Formalised PLC/PLTs | 🗹 PLC/PLT Meeting | 🗹 External consultants  Colin Sloper | 🗹 On-site |
| Attend and /or scheudule regional/BASTOW PL relevant in supporting the development of effective teaching practices across the school | Leadership Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development | 🗹 PLC/PLT Meeting | 🗹 Bastow program/course | 🗹 Off-site  Regional or BASTOW PL |
| Employ consultant Colin Sloper for whole school and professional learning team PL | Principal | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development  🗹 Formalised PLC/PLTs | 🗹 Whole School Pupil Free Day | 🗹 External consultants  Colin Sloper | 🗹 On-site |
| Employ a Numeracy Consultant (Rob Vingerhoets) for one semester, one day per week. | Principal | from: Term 1  to: Term 2 | 🗹 Planning  🗹 Peer observation including feedback and reflection | 🗹 Timetabled Planning Day | 🗹 Primary Mathematics and Science specialists  🗹 External consultants  Rob Vingerhoets | 🗹 On-site |
| Employ a Literacy Consultant (Brenda Leonard) for two semesters, two days per week. | Principal | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development  🗹 Peer observation including feedback and reflection | 🗹 Timetabled Planning Day | 🗹 Literacy expertise  🗹 External consultants  Brenda Leonard | 🗹 On-site |
| Lead School Improvement Teams in the investigation of instructional models of literacy, numeracy and ICT. | PLC Leaders | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development | 🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Ensure priority scheduled fortnightly School Improvement Teams (relating to AIP goals Teaching and Learning and Positive School Climate) | Leadership Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Establish proficiency scales | Teacher(s) | from: Term 1 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Establish a culture of data analysis and planning | Leadership Team | from: Term 1  to: Term 4 | 🗹 Design of formative assessments  🗹 Moderated assessment of student learning  🗹 Peer observation including feedback and reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Develop a common goal in Professional Development Plans for improvement of student outcomes | Principal | from: Term 1  to: Term 4 | 🗹 Curriculum development  🗹 Individualised Reflection | 🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Further develop a Guaranteed and Viable Curriculum | Leadership Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Attend regional PL on HITS and develop a PL program for staff. Target HITS within classroom Learning Walk observations and feedback | Leadership Team | from: Term 1  to: Term 4 | 🗹 Planning | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Further develop a consistent instructional model (GGR through coaching and whole school planning with priority in Year 1 & 2. | Leadership Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development  🗹 Peer observation including feedback and reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day  🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Implement the reading continuum across the school | Leadership Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day  🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Explicit instructional practices and documented non-negotiables are identified and implemented. | Leadership Team | from: Term 1  to: Term 4 | 🗹 Preparation  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 PLC Initiative | 🗹 On-site |
| Undertake structured classroom observations including feedback to staff | Wellbeing Team | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection  🗹 Individualised Reflection | 🗹 Timetabled Planning Day  🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Build the capacity of new staff within the network Community of Practice in AVID, BSEM and SWPBS | Wellbeing Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development | 🗹 Professional Practice Day | 🗹 PLC Initiative | 🗹 Off-site  AVID, BSEM and SWPBS training |
| Lead School Improvement Teams in the researched and evidence based strategies of BSEM, AVID and SWPBS | Wellbeing Team | from: Term 1  to: Term 4 | 🗹 Curriculum development  🗹 Peer observation including feedback and reflection  🗹 Formalised PLC/PLTs | 🗹 PLC/PLT Meeting | 🗹 PLC Initiative | 🗹 On-site |
| Professional Learning to occur from Visiting Teacher Service including ASD and ABLES | Wellbeing Team | from: Term 1 | 🗹 Planning  🗹 Curriculum development  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 External consultants  Visiting Teaching Service | 🗹 On-site |
| Introduction of Insight (COMPASS) to develop Individual Learning Plans written and developed for identified students including those within the Program for Students with Disabilities, Out of Home Care, Koorie/TSI and students working 12 months above or below the expected level. | Wellbeing Team | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection | 🗹 Timetabled Planning Day  🗹 PLC/PLT Meeting | 🗹 PLC Initiative  🗹 Internal staff | 🗹 On-site |
| Collect regular feedback from students regarding school improvement through student leadership groups, focus groups, school survey data and such tools as student surveys e.g.: Marzano’s ‘High Reliability Framework’. | Wellbeing Team | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Embed AVID WICOR strategies Organisation and Collaboration and introduce Writing and Reading strategies within the instructional program. | School Improvement Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Embed student attendance policy and processes. | Wellbeing Team | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection  🗹 Individualised Reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 SEIL | 🗹 On-site |

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| Documents that support the plan |
| The school has uploaded the following documents to support the self-evaluation.  Dimension 1       [2017 school performance report.pdf (0.72 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5256/448/1/2017%20school%20performance%20report.pdf)       [2018 school performance report.pdf (0.71 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5256/448/1/2018%20school%20performance%20report.pdf) Self-evaluation Summary       [2017 AIP 12 months monitoring completed.docx (0.17 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5256/448/summary/2017%20%20AIP%2012%20months%20monitoring%20completed.docx) |