

2018 Annual Implementation Plan

for improving student outcomes

St Albans East Primary School (4741)



Submitted for review by Paul Busuttil (School Principal) on 13 December, 2017 at 07:32 AM

Endorsed by Jason Smallwood (Senior Education Improvement Leader) on 13 December, 2017 at 06:18 PM

Endorsed by Tracy Nero (School Council President) on 20 December, 2017 at 10:14 PM

Self-evaluation Summary - 2018

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

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

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

Enter your reflective comments	<p>Building excellence In teaching and learning continues to be an ongoing focus at SAEPS with particular focus on the FISO dimensions in building practice excellence, curriculum planning and assessment, evidence-based high impact strategies and measuring the impact on learning.</p> <p>Teams have formulated Professional Development Goals as part of their PDP Process aligning school priorities in literacy and numeracy to track and monitor growth of cohort and individual students. This has enable teams to look at data collectively, and to collaborate using an 'Evidence Inquiry Cycle' to explore a problem of practice within their team.</p> <p>Building whole staff data literacy has continued to be an area of priority. Staff have had opportunities to analysis and triangulate whole school data in PLC and PLTs, enabling teachers to work collaboratively to measure the impact on teaching and learning practices to teach to student's point of need. The introduction of the online management system 'COMPASS' to track, monitor and analyse student data has not lived up to expectation. Therefore, this will need to be explored further next year.</p> <p>Parent Engagement at SAEPS has improved throughout the year. We have examined systems and routines that enable parents to engage and involve themselves within their child learning in and outside of school hours. Revamping our school newsletter to reflect school values and celebrating school events and student work has been well received by students, staff</p>
---------------------------------------	---

	<p>and parents. Establishing curriculum newsletters which are issued at the start of each term gives parents an insight into what learning students will be focusing on throughout the term. This has also been supported by year level blogs on our school website that showcase news, events and student learning specific to each team. We have had a pleasing response to our whole school community days i.e. year level picnic, twilight sport evening, reporting to parents day and end of year whole school picnic.</p>
<p>Considerations for 2019</p>	<p>Professional Learning</p> <ul style="list-style-type: none"> • PLC Initiative Bastow – revisit and align whole improvement cycle linking PLT/ PLC/ Planning. • Professional Learning Schedule to reflect weekly focus around school priorities. • Develop Community of Practice (CoP) groups, meeting twice a term, action research into problem of practice. • Coaching scheduled develop to reflect conversations at the end of each session for staff with eadership team & external coaches in literacy and numeracy. • P-2 and 3-6 teams to be released each term to work with Alan J Wright – Read write Connection. • Leaders in the Making - identify emerging leaders to build leadership capacity within the school. <p>Curriculum Planning</p> <ul style="list-style-type: none"> • Explore data management system to track and monitor student progress to inform planning. • Revisit instructional models for english, math and inquiry and align with High impact Teaching Strategies (HITS). • Develop a whole school professional learning framework focused on english and maths pedagogical practices to identify essential learnings. • Individual Learning Plans (ILPs) to be implemented across the whole school for students 12 months below the expected level in english and maths. • To further develop whole school understanding of ‘collaboration’ and working as an effective team. • Continue to develop staff capacity around student agency and the implications on teaching and learning program. • Refine and develop 2 year scope and sequence charts that are aligned with the Victorian Curriculum.
<p>Documents that support this plan</p>	<p>FISO Continua of Practice SAEPS School Evaluation 2017.pdf (5.39 MB)</p>

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

St Albans East Primary School (4741)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
<p>Achievement All students demonstrate improved learning growth and learning outcomes across all domains with a particular focus on English and Mathematics.</p>	<p>Victorian Curriculum Teacher Judgements 100% of students demonstrate 12 months growth in their learning in English and Mathematics. 100% of students on Individual Learning Plans achieve their individual goals</p> <p>NAPLAN - Using SREAMS</p> <p>Year 3 Reading - Reduce the % of students in the lower 3 band from 64% (2014) to 35% (2018)</p> <p>Year 5 Reading - Reduce the % of students in the lower 3 band from 55% (2014) to 25% (2018)</p> <p>Staff Opinion Survey to reflect an increase in Academic Emphasis from 49% to 70%</p> <p>Staff Opinion Survey to reflect an increase in Instructional Leadership from 72% to 80%</p>	<p>Yes</p>	<p>Victorian Curriculum Teacher Judgements 100% of students demonstrate at least 12 months growth in their learning in English and Mathematics.</p> <p>Reading NAPLAN</p> <ul style="list-style-type: none"> • Year 3 2018- 24% in top 2 bands. • Year 5 matched cohort in 2016 @37%, to be maintained in the top 2 bands in 2018. • Low Growth to reduce from 37% in 2017 to 28% in 2018. • High Growth to increase from 18% in 2017 to 25% in 2018. <p>Writing NAPLAN</p> <ul style="list-style-type: none"> • Year 3 2018- 44% in top 2 bands. • Year 5 matched cohort in 2016 @ 53%, to be maintained in the top 2 bands in 2018. • Low growth to reduce from 25% or to be maintained in 	<p>Curriculum planning and assessment</p>

			<p>2018.</p> <p>Numeracy NAPLAN</p> <ul style="list-style-type: none"> • Year 3 2018- 24% in top 2 bands. • Year 5 matched cohort in 2016 @ 24% to be the top 2 bands in 2018. • Low growth to reduce from 40% in 2017 to 30% in 2018. • High growth to increase from 16% in 2017 to 25% in 2018. <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> • Increase in Collective Efficacy from 54% to 70%. • Increase in Academic Emphasis from 49% to 70%. • Increase in Instructional Leadership from 72% to 80%. 	
<p>Engagement - All students to have a strong sense of belonging and connectedness to the school and their peers and are actively involved in their learning.</p> <p>Wellbeing - To provide an inclusive, stimulating, safe and orderly learning environment.</p>	<p>Attendance Reduce the number of absences for the students in Prep and Year 1 from 18.5 days (2014) to 14 days (2018). Reduce unexplained absenteeism across the school to an average of 3 days per student by 2018</p> <p>Parent Opinion Survey Student Safety improves from 4.86 (2014) to be greater than or equal to 5.5 (2018) Classroom Behaviour improves from 3.21 (2014) to be greater than</p>	Yes	<p>Attendance</p> <ul style="list-style-type: none"> • Reduce the number of absences for the students in years Prep and Year 1 from 21 days in 2017 to 16 days (2018). • Reduce unexplained absenteeism P-6 to average 3 days per student by 2018. <p>Attitude to School Survey</p> <ul style="list-style-type: none"> • Connectedness to improve from 72th percentile in 2017 	Empowering students and building school pride

	or equal to 3.4 (2018)		<p>to 80th percentile in 2018.</p> <ul style="list-style-type: none"> • Stimulating Learning Environment to increase from 81% in 2017 to 85% in 2018. • Learning confidence to increase from 55% to 75%. • Respect for Diversity in Student Safety to increase from 36% in 2017 to 55% in 2018. <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> • Student safety is maintained at 97% positive endorsement in 2018. 	
<p>Productivity</p> <p>To increase the capacity of the whole school community to function as a strategic organisation.</p>	<p>Parent Opinion Survey - Parent Opinion dimension '<i>Parent input</i>' improves from 4.86 (2014) to be greater than or equal to 5.5 (2018)</p> <p>Staff Opinion Survey - Staff opinion dimension '<i>Parent and Community Involvement</i>' improves from 53% (2014) to be greater than or equal to 75% (2018).</p>	No	<ul style="list-style-type: none"> • Parent participation and involvement to be maintained at 93% positive endorsement. <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> • Parent and Community Involvement' improves from 62% in 2017 to be greater than or equal to 75% in 2018. 	

Improvement Initiatives Rationale

The 2018 Annual Implementation plan reflects a strong emphasis on improving student outcomes in literacy and numeracy (reading, writing and number). A systematic approach has been developed to align school professional learning structures as whole school and in teams in 2018. With particular emphasis on building staff capacity

in measuring the impact of teaching practices on learning, that inform planning when differentiating curriculum to each students point of need. Continued development of 2 year school and sequence planner started in 2017 will continue to be a focus, ensuring achievement standards are reported and assessed against the Victorian Curriculum.

The transition of two new leaders within the leadership team in 2018 (numeracy and literacy) will also create greater collaboration, transparency and accountability to inspire capacity building in whole school pedagogy. In 2017, whole school analysis and evaluation indicated high degree of variability in teaching practices across P-6. Further exploration of our agreed and viable curriculum and how this is supported by our instructional model will be our focus in 2018. Providing opportunities for staff to collaborate and co-develop our work that is evidenced based and aligned with DET initiatives.

<p>Goal 1</p>	<p>Achievement All students demonstrate improved learning growth and learning outcomes across all domains with a particular focus on English and Mathematics.</p>
<p>12 month target 1.1</p>	<p>Victorian Curriculum Teacher Judgements 100% of students demonstrate at least 12 months growth in their learning in English and Mathematics.</p> <p>Reading NAPLAN</p> <ul style="list-style-type: none"> • Year 3 2018- 24% in top 2 bands. • Year 5 matched cohort in 2016 @37%, to be maintained in the top 2 bands in 2018. • Low Growth to reduce from 37% in 2017 to 28% in 2018. • High Growth to increase from 18% in 2017 to 25% in 2018. <p>Writing NAPLAN</p> <ul style="list-style-type: none"> • Year 3 2018- 44% in top 2 bands. • Year 5 matched cohort in 2016 @ 53%, to be maintained in the top 2 bands in 2018. • Low growth to reduce from 25% or to be maintained in 2018. <p>Numeracy NAPLAN</p> <ul style="list-style-type: none"> • Year 3 2018- 24% in top 2 bands. • Year 5 matched cohort in 2016 @ 24% to be the top 2 bands in 2018. • Low growth to reduce from 40% in 2017 to 30% in 2018. • High growth to increase from 16% in 2017 to 25% in 2018. <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> • Increase in Collective Efficacy from 54% to 70%. • Increase in Academic Emphasis from 49% to 70%. • Increase in Instructional Leadership from 72% to 80%.

FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	<p>Build teacher capacity to identify and teach to each student's point of learning.</p> <p>Embed a whole school approach to the use of data and evidence.</p> <p>Redefine, apply and embed a consistent methodology for planning across all areas and in particular English and Mathematics.</p>

Goal 2	<p>Engagement - All students to have a strong sense of belonging and connectedness to the school and their peers and are actively involved in their learning.</p> <p>Wellbeing - To provide an inclusive, stimulating, safe and orderly learning environment.</p>
12 month target 2.1	<p>Attendance</p> <ul style="list-style-type: none"> • Reduce the number of absences for the students in years Prep and Year 1 from 21 days in 2017 to 16 days (2018). • Reduce unexplained absenteeism P-6 to average 3 days per student by 2018. <p>Attitude to School Survey</p> <ul style="list-style-type: none"> • Connectedness to improve from 72th percentile in 2017 to 80th percentile in 2018. • Stimulating Learning Environment to increase from 81% in 2017 to 85% in 2018. • Learning confidence to increase from 55% to 75%. • Respect for Diversity in Student Safety to increase from 36% in 2017 to 55% in 2018. <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> • Student safety is maintained at 97% positive endorsement in 2018.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Provide a stimulating learning environment and implement programs that enable students, parents and staff to feel connected

to the school and wider community.

Create opportunities within the school community for student and parent voice.

Define Evidence of Impact and Activities and Milestones - 2018

St Albans East Primary School (4741)

Goal 1	Achievement All students demonstrate improved learning growth and learning outcomes across all domains with a particular focus on English and Mathematics.
12 month target 1.1	Victorian Curriculum Teacher Judgements 100% of students demonstrate at least 12 months growth in their learning in English and Mathematics. Reading NAPLAN <ul style="list-style-type: none">• Year 3 2018- 24% in top 2 bands.• Year 5 matched cohort in 2016 @37%, to be maintained in the top 2 bands in 2018.• Low Growth to reduce from 37% in 2017 to 28% in 2018.• High Growth to increase from 18% in 2017 to 25% in 2018. Writing NAPLAN <ul style="list-style-type: none">• Year 3 2018- 44% in top 2 bands.• Year 5 matched cohort in 2016 @ 53%, to be maintained in the top 2 bands in 2018.• Low growth to reduce from 25% or to be maintained in 2018. Numeracy NAPLAN <ul style="list-style-type: none">• Year 3 2018- 24% in top 2 bands.• Year 5 matched cohort in 2016 @ 24% to be the top 2 bands in 2018.• Low growth to reduce from 40% in 2017 to 30% in 2018.• High growth to increase from 16% in 2017 to 25% in 2018. Staff Opinion Survey <ul style="list-style-type: none">• Increase in Collective Efficacy from 54% to 70%.• Increase in Academic Emphasis from 49% to 70%.• Increase in Instructional Leadership from 72% to 80%.

FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 1	<p>Build teacher capacity to identify and teach to each student's point of learning.</p> <p>Embed a whole school approach to the use of data and evidence.</p> <p>Redefine, apply and embed a consistent methodology for planning across all areas and in particular English and Mathematics.</p>
Actions	<p>Develop teacher capacity and understanding to effectively use data to teach reading and number.</p> <p>Develop teacher knowledge and capacity to plan for and implement differentiated curriculum in English and Mathematics.</p> <p>Develop teacher knowledge and capacity to collaborate in teams to improve reading and number outcomes through planning and assessment practices.</p>
Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> * can develop and articulate learning goals and monitor success in achieving them * can explain concepts to their peers and record their understanding in a variety of ways * discuss their progress during conferencing and explain how this helps their learning <p>EDUCATIONAL SUPPORT STAFF</p> <ul style="list-style-type: none"> * support teachers in helping students achieve reading and number goals * collaboratively work in classrooms with teachers to support all learning * implementing Levelled Literacy Intervention across the school to support 'at risk' students <p>TEACHERS:</p> <ul style="list-style-type: none"> * plan and implement differentiated lessons that include 'multiple exposures' to new knowledge * conduct conferences to support students to discuss their progress and identify their next learning goal * work collaboratively with colleagues to moderate common assessment tasks to develop consistent teacher judgement outcomes * read, interpret and analyse student data to reflect and review the impact of their practice on learning outcomes <p>LEADERS:</p> <ul style="list-style-type: none"> * provide feedback to teaching teams and individual teachers that is based on evidence collected through observations/coaching and mentoring sessions * support staff through professional learning and coaching conversations to deepen their pedagogical understanding in reading and

	number * facilitate and support collaborative practices across the whole school using data to inform teaching and learning			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Development of whole school targeted professional learning and coaching cycle. To be designed by internal and external coaches for teams and individual staff to develop instructional model in literacy and numeracy.</p> <p>Staff to engage with external consultants in literacy and numeracy as challenge partners. Engagement with consultants to be aligned to whole school professional learning and coaching cycle.</p> <p>Staff to co-develop and monitor the 'Evidence Inquiry Cycle' in Professional Learning Teams using data to identify problems of practice.</p> <p>Staff to incorporate a school-wide literacy and numeracy goal in their PDP documentation and facilitate regular team meetings. Teams and individuals to discuss progress against the literacy and numeracy goals.</p> <p>Revisit, refine and implement Peer Observation protocols with staff. Teachers to complete peer observation on an agreed focus per each term linked to the Professional Development Program.</p>	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$237,654.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Refine and develop Instructional Model in literacy and numeracy to incorporate literacy/numeracy strategy and HITS.</p> <p>Staff to engage in professional learning using the literacy/numeracy portal - accessing and using teaching resources.</p> <p>Audit and monitor term and weekly planners for HITS.</p>	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Ensure appropriate leadership structures are in place, incorporating learning walks measured against High Impact Teaching Strategies (HITS) priorities.				
Leadership team to attend PLC Initiative professional learning at the Bastow Institute to refine consistent approach to school improvement cycle and the relationship between PLC/PLT and planning.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Curriculum/ Planning</p> <p>Establish an agreed and viable curriculum where essential learnings are identified and used in reading, writing and number. All staff have access to and use as an evaluation planning tool.</p> <p>Staff to use online Student Performance Analyser (SPA) to upload, track and monitor student data to inform teaching and learning.</p> <p>Continue to develop the capacity of PLTs to use triangulated data, both summative and formative to ensure greater alignment of data with Victorian Curriculum teacher judgements.</p> <p>Develop and monitor a visual display of student data in reading, writing, and maths through data walls and electronic spreadsheets to track student achievement and growth across the whole school</p> <p>Further develop staff and team capacity to implement consistent and ongoing reporting to parents/carers using COMPASS.</p> <p>Whole school assessment schedule to be followed and data used to inform teaching and planning</p> <p>Ensure intervention programs are in place to support students that have been identified as below expected Victorian Curriculum: (Mathematics intervention/ EAL/ Reading Recovery/ Bridges/ LLI/</p>	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$378,693.00 <input checked="" type="checkbox"/> Equity funding will be used

Speech Therapy/ GRIN) Revisit and implement Individual Learning Plan (ILP) protocols for students identified at risk (12months below and above expected level). ILP goals are regularly monitored and reviewed each term to ensure the achievement to of each students individual learning goals.				
Fortnightly meetings and professional learning with Team Leaders. Principal Class Officers meet weekly to monitor and triangulate data weekly. Team Leaders to be partnered with an Instructional Leader to develop leadership capabilities. Opportunities for aspirational leaders to participate in Aspirant Leaders Bastow Course.	Team Leader(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implementation of the 1:1 ipad program in years 3/4.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$168,969.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	Engagement - All students to have a strong sense of belonging and connectedness to the school and their peers and are actively involved in their learning. Wellbeing - To provide an inclusive, stimulating, safe and orderly learning environment.
12 month target 2.1	Attendance <ul style="list-style-type: none"> • Reduce the number of absences for the students in years Prep and Year 1 from 21 days in 2017 to 16 days (2018). • Reduce unexplained absenteeism P-6 to average 3 days per student by 2018. Attitude to School Survey <ul style="list-style-type: none"> • Connectedness to improve from 72th percentile in 2017 to 80th percentile in 2018. • Stimulating Learning Environment to increase from 81% in 2017 to 85% in 2018. • Learning confidence to increase from 55% to 75%.

	<ul style="list-style-type: none"> • Respect for Diversity in Student Safety to increase from 36% in 2017 to 55% in 2018. <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> • Student safety is maintained at 97% positive endorsement in 2018.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	<p>Provide a stimulating learning environment and implement programs that enable students, parents and staff to feel connected to the school and wider community.</p> <p>Create opportunities within the school community for student and parent voice.</p>
Actions	Identify and implement inclusive practices, developing staff capacity to increase engagement with challenging students and successfully improve all students' self-regulation, growth and academic achievement.
Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> * Can understand and assess their own engagement levels. * Be able to self-regulate their own emotions and feelings. * Discuss the importance of attendance and how this enhances their learning. * Provide regular feedback/voice when evaluating school programs and initiatives and to be heard in the decision making process. * Can identify what positive behaviour is and monitor their own and others behaviours * Understand and model the school values and expected behaviours. * Students demonstrate an awareness of online safety. <p>EDUCATIONAL SUPPORT STAFF</p> <ul style="list-style-type: none"> * Demonstrate a knowledge and capacity to meet the needs of each student by assisting to create a proactive and preemptive strength based classroom. * Assist in providing opportunities for student voice and agency. * Support teaching and learning programs that cater for students point of need. * Actively contribute to whole school events promoting inclusion. <p>TEACHERS:</p> <ul style="list-style-type: none"> * Demonstrate a knowledge and capacity to meet the needs of each student by creating a proactive and preemptive strength based classroom. * Plan and implement engaging curriculum, catering for the needs of all students. * Provide opportunities for student voice and agency. * Work collaboratively with colleagues and professionals to support students' needs and identify learning goals. * Analyse data to reflect and review the impact of their practice and school initiatives. * Teachers model appropriate online learning strategies.

LEADERS:

- * Provide regular feedback based on collected evidence to the school community.
- * Support staff with ongoing professional learning and coaching conversations to deepen their understanding of the development all students.
- * Organise community events that promote school connectedness for all community members.
- * Develop appropriate documentation, in consultation with the school community, which outlines the attendance processes.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Professional learning days (2 days) for all staff with Berry Street Educational Leader, aimed at developing staff knowledge and capacity to meet the needs of each student by creating a proactive and preemptive strength based classroom.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Investigate and implement the School Wide Positive Behaviours framework aligned with school values. Refine strategies to enhance communication and engagement with parents and students, including clear expectations and consequences in relation to behaviour using school matrices, hierarchy and Berry St strategies.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Attendance policy and procedures communicated to the whole school community to improve student attendance and expectations of teachers. Continue tracking attendance, teachers to call families to follow up and record reasons for absence. Once followed up by the classroom teacher if there are any concerns or high levels of unexplained non-attendance, this is to be reported to the AP or Welfare Coordinator.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$20,859.00 <input checked="" type="checkbox"/> Equity funding will be used
Feedback from students regarding school improvement to be regularly collected through student leadership groups, focus	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will

groups, school survey data and tools such as student surveys e.g.:Play for Life Survey.				be used
Use the eSmart framework to sustain the school's membership and continue to develop and build on the communities knowledge and understanding of the safe use of digital technologies and when working online.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Use data to analyse behaviours of students and to identify problem areas in the school yard. Details of incidents to be recorded on COMPASS. ILPs and Behaviour Improvement Plans written and developed for the students identified through the data collection on COMPASS	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Continue the Implementation of Resilience, Rights & Respectful Relationships (RRRR) Program within weekly classroom program. Preparing our school community for implementation of the RRRR program through information session with parents. School leaders to attend professional learning.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Continue implementation of support programs run by the school's Student Wellbeing Co-ordinator which includes FIST, Seasons, Breakfast Program, Kimochis and PALS. Also includes individual/group/family support on a needs basis.	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$32,600.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish understanding and consistent implementation of the Student Engagement and Inclusion policy and Child Safe standards.	All Staff	<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

St Albans East Primary School (4741)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
--------------------------------	-----	------	--------------------------------------	--------------------------	--------------------	-------

<p>Development of whole school targeted professional learning and coaching cycle. To be designed by internal and external coaches for teams and individual staff to develop instructional model in literacy and numeracy.</p> <p>Staff to engage with external consultants in literacy and numeracy as challenge partners. Engagement with consultants to be aligned to whole school professional learning and coaching cycle.</p> <p>Staff to co-develop and monitor the 'Evidence Inquiry Cycle' in Professional Learning Teams using data to identify problems of practice.</p> <p>Staff to incorporate a school-wide literacy and numeracy goal in their PDP documentation and facilitate regular team meetings. Teams and individuals to discuss progress against the literacy and numeracy goals.</p> <p>Revisit, refine and implement Peer</p>	<p>All Staff</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External consultants <p>Maths Association of Victoria & Alan wright</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
---	------------------	------------------------------------	--	--	---	---

Observation protocols with staff. Teachers to complete peer observation on an agreed focus per each term linked to the Professional Development Program.						
<p>Refine and develop Instructional Model in literacy and numeracy to incorporate literacy/numeracy strategy and HITS.</p> <p>Staff to engage in professional learning using the literacy/numeracy portal - accessing and using teaching resources.</p> <p>Audit and monitor term and weekly planners for HITS.</p> <p>Ensure appropriate leadership structures are in place, incorporating learning walks measured against High Impact Teaching Strategies (HITS) priorities.</p>	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
<p>Leadership team to attend PLC Initiative professional learning at the Bastow Institute to refine consistent approach to school improvement cycle and the relationship between</p>	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow Leadership team to PLC Initiative

PLC/PLT and planning.						
<p>Curriculum/ Planning</p> <p>Establish an agreed and viable curriculum where essential learnings are identified and used in reading, writing and number. All staff have access to and use as an evaluation planning tool.</p> <p>Staff to use online Student Performance Analyser (SPA) to upload, track and monitor student data to inform teaching and learning.</p> <p>Continue to develop the capacity of PLTs to use triangulated data, both summative and formative to ensure greater alignment of data with Victorian Curriculum teacher judgements.</p> <p>Develop and monitor a visual display of student data in reading, writing, and maths through data walls and electronic spreadsheets to track student achievement and growth across the whole school</p>	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site

<p>Further develop staff and team capacity to implement consistent and ongoing reporting to parents/carers using COMPASS.</p> <p>Whole school assessment schedule to be followed and data used to inform teaching and planning</p> <p>Ensure intervention programs are in place to support students that have been identified as below expected Victorian Curriculum: (Mathematics intervention/ EAL/ Reading Recovery/ Bridges/ LLI/ Speech Therapy/ GRIN)</p> <p>Revisit and implement Individual Learning Plan (ILP) protocols for students identified at risk (12months below and above expected level). ILP goals are regularly monitored and reviewed each term to ensure the achievement to of each students individual learning goals.</p>						
Fortnightly meetings and professional learning with	Team Leader(s)	from: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Bastow	<input checked="" type="checkbox"/> On-site

<p>Team Leaders.</p> <p>Principal Class Officers meet weekly to monitor and triangulate data weekly.</p> <p>Team Leaders to be partnered with an Instructional Leader to develop leadership capabilities.</p> <p>Opportunities for aspirational leaders to participate in Aspirant Leaders Bastow Course.</p>		to: Term 4	<p>team</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection 	<p>Learning Sessions</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice 	program/course	
<p>Professional learning days (2 days) for all staff with Berry Street Educational Leader, aimed at developing staff knowledge and capacity to meet the needs of each student by creating a proactive and preemptive strength based classroom.</p>	All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> External consultants <p>Partnership with berry Street</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site <p>Partnership with Berry Street</p>
<p>Investigate and implement the School Wide Positive Behaviours framework aligned with school values.</p> <p>Refine strategies to enhance communication and engagement with parents and students, including clear expectations</p>	All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> External consultants <p>DET Training School Wide Positive Behaviours</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

and consequences in relation to behaviour using school matrices, hierarchy and Berry St strategies.						
<p>Attendance policy and procedures communicated to the whole school community to improve student attendance and expectations of teachers.</p> <p>Continue tracking attendance, teachers to call families to follow up and record reasons for absence. Once followed up by the classroom teacher if there are any concerns or high levels of unexplained non-attendance, this is to be reported to the AP or Welfare Coordinator.</p>	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
<p>Feedback from students regarding school improvement to be regularly collected through student leadership groups, focus groups, school survey data and tools such as student surveys e.g.: Play for Life Survey.</p>	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Use the eSmart framework to sustain the school's membership and continue to</p>	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site

develop and build on the communities knowledge and understanding of the safe use of digital technologies and when working online.			<input checked="" type="checkbox"/> Curriculum development			
Use data to analyse behaviours of students and to identify problem areas in the school yard. Details of incidents to be recorded on COMPASS. ILPs and Behaviour Improvement Plans written and developed for the students identified through the data collection on COMPASS	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Continue the Implementation of Resilience, Rights & Respectful Relationships (RRRR) Program within weekly classroom program. Preparing our school community for implementation of the RRRR program through information session with parents. School leaders to attend professional learning.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site

Documents that support the plan

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

Dimension 1

[Coaching Model SAEPS 2017 Term 3.docx \(0.73 MB\)](#)
[Curriculum Day - Monday 14th August 2017.pptx \(3.91 MB\)](#)
[SAEPS Vic Curric Audit 2017.xlsx \(0.09 MB\)](#)

Dimension 2

[FISO Curriculum Planing Assessment.pdf \(1.58 MB\)](#)
[SAEPS GANTT Chart 2017.pdf \(0.1 MB\)](#)

Dimension 4

[2017 PLT Overview.pdf \(0.22 MB\)](#)
[Analysis of math pre-assessment tasks \(3\).docx \(0.01 MB\)](#)

Dimension 5

[2017 PLT Overview.docx \(0.03 MB\)](#)

Dimension 6

[2017 Foundation Yearly Curriculum Overview .docx \(0.03 MB\)](#)
[2017 Years 1_2 Yearly Curriculum Overview .docx \(0.03 MB\)](#)
[2017 Years 3_4 Yearly Curriculum Overview .docx \(0.02 MB\)](#)
[2017 Years 5_6 Yearly Curriculum Overview .docx \(0.02 MB\)](#)
[Coaching Model SAEPS 2017 Term 3.pdf \(0.65 MB\)](#)

Dimension 7

[Consultation Policy \(1\).pdf \(0.12 MB\)](#)
[SAEPS PLC Schedule 2017.docx \(0.02 MB\)](#)

Dimension 9

[17_newsletter_14_22_september.pdf \(0.99 MB\)](#)
[2017 Term 4 Inquiry Planner 3-4.docx \(0.05 MB\)](#)
[Clubs 2017 \(TERM 3\).docx \(0.01 MB\)](#)
[Clubs prefernces in order.docx \(0.33 MB\)](#)
[SAEPS Student Agency.pdf \(0.94 MB\)](#)
[Student Voice through Blogging.pdf \(0.38 MB\)](#)

Dimension 10

[Behaviour Management Procedure STAFF.docx \(0.26 MB\)](#)
[Behaviour Management Procedure STUDENTS.docx \(0.38 MB\)](#)
[Buddy STOP SIGN image-3.pdf \(0.44 MB\)](#)
[Bullying and Harassment Policy and Procedures .docx \(0.05 MB\)](#)
[eSmart Policy 2014.docx \(0.05 MB\)](#)
[eSmart Yearly Overview.pdf \(0.07 MB\)](#)
[responsible play poster.jpg \(1.84 MB\)](#)

[SAEPS Student Engagement Policy 2014.docx \(0.42 MB\)](#)

Dimension 11

[Breakfast poster.docx \(0.9 MB\)](#)

[Getting Started Program 2017.docx.pdf \(3.16 MB\)](#)

Self-evaluation Summary

[FISO Continua of Practice SAEPS School Evaluation 2017.pdf \(5.39 MB\)](#)