

2018 Annual Implementation Plan

for improving student outcomes

Little River Primary School (1961)



Submitted for review by Pamela Heane (School Principal) on 20 December, 2017 at 09:21 AM
Endorsed by Helen Hobley (Senior Education Improvement Leader) on 09 March, 2018 at 10:41 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Little River Primary School (1961)

	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	Evolving moving towards Embedding
	Evaluating impact on learning	Emerging moving towards 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	Embedding
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Embedding moving towards Excelling
	Intellectual engagement and self-awareness	Evolving moving towards Embedding

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

Enter your reflective comments	After the reflective process 2 areas that need particular work by the school are: 1. Learning growth between Year 3 and year 5 in Numeracy 2. Attendance
Considerations for 2019	Curriculum planning and progress begun in 2014/2015 was not sustained when the 3 coaches left on Maternity Leave. All three 'coaches' are returning part time in 2018 and their expertise will be used to establish sustainable and viable curriculum which is consistent across the school in Reading, Writing and Number
Documents that support this plan	Attitude to School Survey 2017.pdf (3.38 MB) Panorama, School Supplementary Report.pdf (2.7 MB) Parent Opinion Survey - Percentile by Factor - Trend Analysis.pdf (0.01 MB) Pre-review Self-evaluation Report template (00000003) (003).docx (0.8 MB) Sch_Prfl_Rpt_20171961.pdf (1.85 MB)

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Little River Primary School (1961)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To build excellence in teaching and learning to ensure improved learning outcomes in Literacy (with a particular focus on Reading) and Numeracy for all students	The percentage of students in the top two bands of NAPLAN for Numeracy in Year 5 to improve from 21% in 2017 to >40% by 2021. The percentage of students in the bottom two bands of NAPLAN for Numeracy in Year 5 to decrease from 47% in 2017 to >20% by 2021.	Yes	The percentage of students in the top two bands of NAPLAN for Numeracy in Year 5 to improve from 21% (2017) to >30% by 2018.	Evidence-based high-impact teaching strategies
	The percentage of students achieving high growth (Year 3 to Year 5) in NAPLAN for Numeracy to increase from 6% in 2017 to 30% by 2021.	Yes	The percentage of students achieving high growth (Year 3 to Year 5) in NAPLAN for Numeracy to increase from 6% (2017) to 15% by 2018	Evaluating impact on learning

	The percentage of students in the top two bands of NAPLAN in Grade 5 Reading to increase from 28% in 2017 to 35% by 2021.	Yes	The percentage of students in the top two bands of NAPLAN in Grade 5 Reading to increase from 28% (2017) to 30% (2018).	Evidence-based high-impact teaching strategies
	The percentage of students achieving high growth (Year 3 to Year 5) in NAPLAN for Reading to increase from 20% in 2017 to 30% by 2021.	No		
To continue to improve transitions for students and their families into, through grades and to their secondary education.	Continued high parent satisfaction rates in 'Transitions' from Parent Opinion Survey in satisfaction rates to remain in top quartile and move to 20%	Yes	The percentage of parents responding positively to 'Positive transitions' in the Parent Opinion Survey increase from 90% (2017) to 92% (2018).	Parents and carers as partners
To enhance active student engagement in their learning and continually stimulate and challenge all learners	To reduce student absences to below the State Mean.	Yes	To reduce student absences from 14.5 days per student (2017) to 12 days per student (2018).	Parents and carers as partners
	To maintain in the fourth quartile the Student Attitudes to School Survey results in Safety, Learning Confidence and Stimulating Learning.	No		

Improvement Initiatives Rationale

Recommendations from our Term 4 2017 Peer Review indicated a clear need to improve teacher capacity and effectiveness in order to improve learning outcomes particularly in learning growth from Year 3 to Year 5 as measured by NAPLAN

Goal 1	To build excellence in teaching and learning to ensure improved learning outcomes in Literacy (with a particular focus on Reading) and Numeracy for all students
12 month target 1.1	The percentage of students in the top two bands of NAPLAN for Numeracy in Year 5 to improve from 21% (2017) to >30% by 2018.
FISO Initiative	Evidence-based high-impact teaching strategies
Key Improvement Strategies	
KIS 1	Development of a whole school curriculum in Numeracy to: <ul style="list-style-type: none"> - ensure a guaranteed and viable curriculum - embed the whole school instructional model - ensure a consistent approach to curriculum planning and alignment.
KIS 2	Implementing a data management strategy to support the whole school understanding and use of data in Numeracy.
KIS 3	Developing and enhancing opportunities for teachers to reflect and learn together to develop their practice.
12 month target 1.2	The percentage of students achieving high growth (Year 3 to Year 5) in NAPLAN for Numeracy to increase from 6% (2017) to 15% by 2018
FISO Initiative	Evaluating impact on learning
Key Improvement Strategies	
KIS 1	Build staff and leadership capacity through the Professional Learning Community by developing data literacy in order to teach to point of need and differentiate and extend.
12 month target 1.3	The percentage of students in the top two bands of NAPLAN in Grade 5 Reading to increase from 28% (2017) to 30% (2018).
FISO Initiative	Evidence-based high-impact teaching strategies

Key Improvement Strategies	
KIS 1	Development and implementation of a whole school instructional model in Reading.
KIS 2	Effective use of data to identify and target students working below level and those capable of making high growth.
KIS 3	Development and refinement of whole school guaranteed and viable curriculum in Reading to ensure a consistent approach to curriculum planning and alignment.

Goal 2	To continue to improve transitions for students and their families into, through grades and to their secondary education.
12 month target 2.1	The percentage of parents responding positively to 'Positive transitions' in the Parent Opinion Survey increase from 90% (2017) to 92% (2018).
FISO Initiative	Parents and carers as partners
Key Improvement Strategies	
KIS 1	Ensure processes relating to transition between all grades (especially Kinder-Prep and Grade 6-Year 7) remain effective.

Goal 3	To enhance active student engagement in their learning and continually stimulate and challenge all learners
12 month target 3.1	To reduce student absences from 14.5 days per student (2017) to 12 days per student (2018).
FISO Initiative	Parents and carers as partners
Key Improvement Strategies	
KIS 1	To explore all strategies to increase student attendance.

Define Evidence of Impact and Activities and Milestones - 2018

Little River Primary School (1961)

Goal 1	To build excellence in teaching and learning to ensure improved learning outcomes in Literacy (with a particular focus on Reading) and Numeracy for all students			
12 month target 1.1	The percentage of students in the top two bands of NAPLAN for Numeracy in Year 5 to improve from 21% (2017) to >30% by 2018.			
FISO Initiative	Evidence-based high-impact teaching strategies			
Key Improvement Strategy 1	Development of a whole school curriculum in Numeracy to: <ul style="list-style-type: none"> - ensure a guaranteed and viable curriculum - embed the whole school instructional model - ensure a consistent approach to curriculum planning and alignment. 			
Actions	<ul style="list-style-type: none"> - Numeracy Leaders to develop teacher capacity through targeted professional learning around the consistent interpretation and use of Victorian Curriculum Mathematics. - Develop LRPS documentation outlining grade level expectations in Numeracy. - Build staff confidence in the use of the whole school instructional model. - Allocate specific weekly shared planning time to facilitate team planning. 			
Evidence of impact	<ul style="list-style-type: none"> - Consistency of practice in Numeracy between classrooms, particularly those catering for the same year levels - Evidence of consistent use of whole school instructional model, as seen through peer observations and in planning documentation - Evidence of shared planning produced in allocated planning time using agreed resources and framework 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
By the end of Semester 1, 2018, Numeracy Leaders evaluate current level of staff knowledge and run PLTs to ensure consistent understanding and interpretation of Victorian Curriculum Mathematics.	KLA Leader	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$11,414.00 <input checked="" type="checkbox"/> Equity funding will be used

By the end of Semester 1, 2018, Numeracy Leaders to evaluate and refine documentation outlining agreed LRPS practices in Mathematics, including instructional model and essential understandings.	KLA Leader	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$11,414.00 <input checked="" type="checkbox"/> Equity funding will be used
By the end of Semester 2, 2018, peer observation cycles to be utilised to support staff in embedding agreed instructional model in Numeracy.	Teacher(s)	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
By the end of Semester 2, 2018, teachers to use allocated shared planning time to focus on developing effective Mathematics programs using LRPS Numeracy resources. Numeracy Leaders support staff as needed.	Teacher(s)	<input type="checkbox"/> No	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To build excellence in teaching and learning to ensure improved learning outcomes in Literacy (with a particular focus on Reading) and Numeracy for all students			
12 month target 1.1	The percentage of students in the top two bands of NAPLAN for Numeracy in Year 5 to improve from 21% (2017) to >30% by 2018.			
FISO Initiative	Evidence-based high-impact teaching strategies			
Key Improvement Strategy 2	Implementing a data management strategy to support the whole school understanding and use of data in Numeracy.			
Actions	<ul style="list-style-type: none"> - Research and develop a data management strategy to ensure Numeracy outcomes are effectively tracked at a school, grade and individual level. - Build leadership and staff capacity in data literacy and use of data in effective planning. 			
Evidence of impact	<ul style="list-style-type: none"> - Staff will be more confident in the use of data and show evidence of its use in their planning. - Teams will more effectively use and take ownership of collective student data and discuss and use this to plan for student needs. - Team minutes will show evidence of the use of student data to inform planning. 			
Activities and Milestones	Who	Is this a Professional	When	Budget

		Learning Priority		
By the end of Semester 1, 2018, Numeracy Leaders to research effective data models adopted by other schools to track Numeracy outcomes across the school and develop a specific data management strategy for collation and monitoring of whole school data.	KLA Leader	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
By the end of Semester 2, 2018, undertake and deliver professional learning for all staff to build the capacity of staff to support data analysis.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
By the end of Semester 2, 2018, introduce a model of consistently using data within PLT meetings to inform and guide shared planning.	KLA Leader	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

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12 month target 1.1	The percentage of students in the top two bands of NAPLAN for Numeracy in Year 5 to improve from 21% (2017) to >30% by 2018.
FISO Initiative	Evidence-based high-impact teaching strategies
Key Improvement Strategy 3	Developing and enhancing opportunities for teachers to reflect and learn together to develop their practice.
Actions	<ul style="list-style-type: none"> - Continue with regular peer observations across all grade levels, using these to assist with implementation of High Impact Teaching Strategies (HITS). - Build staff understanding of the peer observation cycle and strategies to effectively collaborate with others.
Evidence of impact	<ul style="list-style-type: none"> - Evidence of HITS will be seen in shared and individual planning documents. - Evidence of HITS will be seen during peer observation and in relevant post observation documentation.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
By the end of Semester 1, 2018, time to be allocated via timetable/CRT for regular peer observations across all grades.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$7,060.00 <input checked="" type="checkbox"/> Equity funding will be used
By the end of Semester 2, 2018, all staff to conduct regular peer observations both within and beyond their team, including follow up reflections and discussions.	Teacher(s)	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To build excellence in teaching and learning to ensure improved learning outcomes in Literacy (with a particular focus on Reading) and Numeracy for all students			
12 month target 1.2	The percentage of students achieving high growth (Year 3 to Year 5) in NAPLAN for Numeracy to increase from 6% (2017) to 15% by 2018			
FISO Initiative	Evaluating impact on learning			
Key Improvement Strategy 1	Build staff and leadership capacity through the Professional Learning Community by developing data literacy in order to teach to point of need and differentiate and extend.			
Actions	<ul style="list-style-type: none"> - Interventions for identified students in Grades 2-5 by Mathematics Coach to work in the classroom, in small groups or with individuals. - Numeracy Coach working with Grade 4-6 classes in Numeracy. 			
Evidence of impact	<ul style="list-style-type: none"> - Improvement in PAT and NAPLAN results for identified students. - Evidence in planning documents of targeted activities for identified students. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

		Learning Priority		
By the end of Semester 1, 2018, Numeracy Leaders to review whole school Numeracy data to identify students for intervention	KLA Leader	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
By the end of Semester 1, 2018, Numeracy intervention groups within classrooms to be scheduled and planned by Numeracy Leaders in collaboration with classroom teachers.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
By the end of Semester 1, 2018, Numeracy Leader to be timetabled to teach Mathematics classes in Grade 4/5/6 and provide opportunities for modelling for other staff.	KLA Leader	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
By the end of Semester 1, 2018, a review of the interventions to be completed to show growth achieved and outline areas and students to receive targeted intervention in Semester 2, 2018.	KLA Leader	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To build excellence in teaching and learning to ensure improved learning outcomes in Literacy (with a particular focus on Reading) and Numeracy for all students
12 month target 1.3	The percentage of students in the top two bands of NAPLAN in Grade 5 Reading to increase from 28% (2017) to 30% (2018).
FISO Initiative	Evidence-based high-impact teaching strategies
Key Improvement Strategy 1	Development and implementation of a whole school instructional model in Reading.
Actions	<ul style="list-style-type: none"> - Review existing Reading practice across all grades to identify commonalities and areas of strength/success. - Literacy Leader to work with staff to develop agreed instructional model in Reading.
Evidence of impact	<ul style="list-style-type: none"> - An agreed instructional model in Reading is produced and visible throughout the school. - Evidence of implementation of agreed instructional model in Reading through peer observations.

	<ul style="list-style-type: none"> - Evidence in planning documentation and in team planning of use of instructional model. - Staff are confident and consistent in their discussions and vocabulary around the use of the Reading instructional model. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
By the end of Semester 1, 2018, Literacy Leader to run PLT to work with staff on developing instructional model, based on combination of current effective practice and research.	KLA Leader	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
By the end of Semester 2, 2018, staff to have conducted peer observations, learning walks and PLT discussions on the Reading instructional model to support consistency across all grades.	Teacher(s)	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

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12 month target 1.3	The percentage of students in the top two bands of NAPLAN in Grade 5 Reading to increase from 28% (2017) to 30% (2018).
FISO Initiative	Evidence-based high-impact teaching strategies
Key Improvement Strategy 2	Effective use of data to identify and target students working below level and those capable of making high growth.
Actions	<ul style="list-style-type: none"> - Literacy Coach will collate whole school data in Reading, as per assessment schedule. - Literacy Coach will work 1 day per week with Grade 1 students who have not quite made expected levels in Reading. - Literacy Coach will work 1 day per week with students in Grade 2-5 who are capable of making high growth
Evidence of impact	<ul style="list-style-type: none"> - Whole school data will be collated and made available to staff. - Evidence of use of whole school data will be seen in team planning documents. - Students will be identified and growth monitored.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
By the end of Semester 1, 2018, Literacy Coach to collate whole school data and identify relevant students to target.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
By the end of Semester 1, 2018, timetabling of intervention groups, taken by Literacy Coach.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$34,244.00 <input checked="" type="checkbox"/> Equity funding will be used
By the end of Terms 2, 3 and 4, 2018, a review will be conducted of identified students and their growth during the intervention period.	Teacher(s)	<input checked="" type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To build excellence in teaching and learning to ensure improved learning outcomes in Literacy (with a particular focus on Reading) and Numeracy for all students
12 month target 1.3	The percentage of students in the top two bands of NAPLAN in Grade 5 Reading to increase from 28% (2017) to 30% (2018).
FISO Initiative	Evidence-based high-impact teaching strategies
Key Improvement Strategy 3	Development and refinement of whole school guaranteed and viable curriculum in Reading to ensure a consistent approach to curriculum planning and alignment.
Actions	<ul style="list-style-type: none"> - Literacy Leader and Literacy Coach to work with staff to develop curriculum expectations at each level in Reading; - Literacy Leader to provide professional learning for staff to ensure consistent understandings and practices across the school; - Literacy Leader to support staff in planning for Literacy, taking into account the range of individual needs and using data to inform practice; - Documentation to be completed to ensure continuity of whole school guaranteed and viable curriculum in Reading regardless of staffing profile.

Evidence of impact	<ul style="list-style-type: none"> - Evidence in team and individual planning documents of whole school agreed curriculum and literacy practices; - Evidence in peer observation notes and in learning walks of consistent practice across all grade levels; - Completed documentation outlining whole school guaranteed and viable curriculum in Reading. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
By the end of Semester 1, 2018, the Literacy Leader to build, with staff, whole school expectations around Reading in terms of both an instructional model and whole school curriculum expectations.	KLA Leader	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
By the end of Semester 1, 2018, Literacy Leader to provide staff with targeted professional learning in identified areas of agreed Reading instructional practice (including Guided Reading).	KLA Leader	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
By the end of Semester 2, 2018, all staff to show evidence of agreed whole school curriculum in their team and individual planning documents.	Teacher(s)	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
By the end of Semester 2, 2018, Literacy Leader to document agreed practices and whole school curriculum expectations.	Teacher(s)	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To continue to improve transitions for students and their families into, through grades and to their secondary education.
12 month target 2.1	The percentage of parents responding positively to 'Positive transitions' in the Parent Opinion Survey increase from 90% (2017) to 92% (2018).
FISO Initiative	Parents and carers as partners
Key Improvement Strategy 1	Ensure processes relating to transition between all grades (especially Kinder-Prep and Grade 6-Year 7) remain effective.

Actions	<ul style="list-style-type: none"> - Review existing transition processes between grades, especially Kinder-Prep and Grade 6-Year 7. - Seek parent feedback regarding transitions. 			
Evidence of impact	<ul style="list-style-type: none"> - In Term 1, classroom environments will show students to be settled and focused, as demonstrated through tracking of student welfare incidents. - Informal parent responses will demonstrate satisfaction with transition process. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
By the end of Semester 1, 2018, Prep leader and Grade 6 leader to review existing practices and seek feedback from stakeholders (including parents and other educational institutions).	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
By the end of Semester 1, 2018, Leading Teacher to review transition practices between grades within the school and seek feedback from stakeholders.	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
By the end of Semester 2, 2018, all transition practices to be updated based on earlier review to ensure smooth transition into 2019.	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To enhance active student engagement in their learning and continually stimulate and challenge all learners
12 month target 3.1	To reduce student absences from 14.5 days per student (2017) to 12 days per student (2018).
FISO Initiative	Parents and carers as partners
Key Improvement Strategy 1	To explore all strategies to increase student attendance.
Actions	- Explore range of strategies to increase student attendance

Evidence of impact	- Reduced student absence rate. - Reduced late arrival rate.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
By the end of Semester 1, 2018, display a poster in the Office to show attendance rates per class.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
By the end of Semester 1, 2018, Principal to attend a professional learning around absences.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
By the end of Semester 1, 2018, staff to have instruction re correct coding of absences.	Education Support	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
By the end of Semester 1, 2018, procedure to ensure unexplained absences are followed up and the coding rectified.	Education Support	<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

Little River Primary School (1961)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
By the end of Semester 1, 2018, Numeracy Leaders	KLA Leader	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

evaluate current level of staff knowledge and run PLTs to ensure consistent understanding and interpretation of Victorian Curriculum Mathematics.			<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs		<input checked="" type="checkbox"/> Maths/Sci Specialist	
By the end of Semester 2, 2018, undertake and deliver professional learning for all staff to build the capacity of staff to support data analysis.	Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Maths/Sci Specialist	<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

[2017-08-29 Team meeting.docx \(0.02 MB\)](#)

Dimension 8

[Child safe Facebook post.JPG \(0.1 MB\)](#)

[LRPS Numeracy Instructional Model.docx \(0.05 MB\)](#)

Dimension 10

[Behaviour reflection-online.pdf \(0.1 MB\)](#)

[LRPS matrix v2.docx \(0.02 MB\)](#)

Dimension 11

[2017 LRPS Respectful Relationships.pdf \(0.03 MB\)](#)

Dimension 12

[2017-08-08 Staff meeting minutes.docx \(0.02 MB\)](#)

Dimension 15

[2017 R.E.A.L robotics program \(002\).pdf \(0.61 MB\)](#)

Self-evaluation Summary

[Attitude to School Survey 2017.pdf \(3.38 MB\)](#)

[Panorama, School Supplementary Report.pdf \(2.7 MB\)](#)

[Parent Opinion Survey - Percentile by Factor - Trend Analysis.pdf \(0.01 MB\)](#)

[Pre-review Self-evaluation Report template \(00000003\) \(003\).docx \(0.8 MB\)](#)

[Sch Prf Rpt 20171961.pdf \(1.85 MB\)](#)

[The 2017 Attitudes to Schools Survey newsletter item.docx \(0.01 MB\)](#)

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[School Survey Results Resource Version 1.docx \(0.65 MB\)](#)

Draft