

2018 Annual Implementation Plan

for improving student outcomes

Hastings Primary School (1098)



Submitted for review by Susan Lyons (School Principal) on 20 December, 2017 at 03:36 PM
Endorsed by Cheryl Chapple (Senior Education Improvement Leader) on 21 December, 2017 at 03:25 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Hastings Primary School (1098)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Emerging moving towards Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	
	Vision, values and culture	
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	
	Intellectual engagement and self-awareness	
Community engagement in learning	Building communities	Embedding moving towards Excelling
	Global citizenship	Evolving moving towards Embedding
	Networks with schools, services and agencies	
	Parents and carers as partners	Evolving moving towards Embedding

Enter your reflective comments

Processes and procedures in Literacy evolving or consolidating by end of 2017. Significant work will be required in delving deeper into student learning in Numeracy. Teachers are becoming more proficient in reading data, however, acting on information which relates to directed teaching strategies continues to be of concern. Data is required to be more evident in assessing student growth at Level Planning meetings and will be required to be a priority in Professional Development plans in the future.
A high percentage of students start Foundation 18 months below expected, but there is significant growth until the end of Year 2, as demonstrated by the Panorama report data (2017)- EOI. Naplan -

	<p>Students in Year 3- 5 demonstrates high percentages of students in low and medium growth. Improved relative growth in Grammar and punctuation and Spelling. Numeracy continues steadily below state benchmark, and Reading and Writing has decreased percentage of high growth over 3 years. Focus for AIP will continue with Reading and Writing.</p> <p>Student Voice is strong in Senior school and behaviour and wellbeing processes are strong at HPS.</p> <p>Significant work continues to be required to develop Student Voice/Advocacy and choice (learning and wellbeing) from Foundation to Year 6.</p> <p>Parent/carer engagement is an area needing improvement and will require further investigation and actions for 2018 to ensure connectedness to their children in learning and wellbeing as well as developing a positive school community.</p>
Considerations for 2019	Parent and Student Portal. Writers workshop, investigate numeracy fluency, Student voice and choice and extending leadership beyond senior school. Parent forums and engaging parents in future student expo's, celebrations and events. Parent involvement in school activities, volunteers in classrooms and student expo's or forums
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Hastings Primary School (1098)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative																																			
GOAL 1 To improve student learning growth and learning outcomes in Literacy and Numeracy Foundation – Year 6.	<p>NAPLAN Evidence of improvement in Relative Learning Growth measure for Year 3 – Year 5 over the 4 year period, to show:</p> <ul style="list-style-type: none"> · Increase to 75 % students with medium to high relative growth in Reading and Number · Decrease to 25% % students with low relative growth in Reading and Number <p>Teacher Judgements Increase to 75% of students with a grade of C or above in teacher assessments from Victorian Curriculum for students in Year 4 - Year 6 in Reading and Mathematics</p> <p>Data based Evidence- Formative and Summative Assessment Foundation - Yr 2- MOI and EOI-Increased percentage of students working at or above level. Decreased percentage of students working towards Foundation in Years</p>	Yes	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>NAPLAN-Relative learning growth to indicate an increase of students from low growth to medium to high growth- Numeracy, Reading and Writing Increase to 60% of students with a grade of C or above in teacher assessments from Victorian Curriculum for students in Year 4 - Year 6 in Reading and Mathematics Foundation - Yr. 2- MOI and EOI-Increased percentage of students working at or above level Foundation - Yr. 2- MOI and EOI-Increased percentage of students working at or above level. Decreased percentage of students working towards Foundation in Years. Decreased percentage of students working towards Foundation in Years from 2017</p>	Building practice excellence																																			
To develop motivated and engaged students who are empowered to be responsible learners, with high expectations of themselves and their learning environment.	<p>Attendance data Reduce the average student absence to be at or less than the state average. Focus on families or students which demonstrate (Sentral attendance data) patterns of absences (unexplained), specifically Foundation students to break the cycle</p> <table border="1"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>Foundation</td> <td>18.6 days or 91% 15.3 days</td> <td>18.4 days or 91%</td> <td>21.18 days or 89.4%</td> <td>State</td> </tr> <tr> <td>Year 1</td> <td>21.3 days or 90%</td> <td>21.0 days or 90%</td> <td>15.9 days or 92%</td> <td>State 15.1</td> </tr> <tr> <td>Year 2</td> <td>17.5 days or 92%</td> <td>16.3 days or 92%</td> <td>16.3 days or 92%</td> <td>State 14.6</td> </tr> <tr> <td>Year 3</td> <td>16.5 days or 92%</td> <td>14.3 days or 92%</td> <td>12.9 days or 94%</td> <td>State 14.3</td> </tr> <tr> <td>Year 4</td> <td>14 days or 93%</td> <td>13.9 days or 93%</td> <td>13.8 days or 93%</td> <td>State 14.6</td> </tr> <tr> <td>Year 5</td> <td>21.5 days or 90%</td> <td>20.9 days or 90%</td> <td>13.8 days or 93%</td> <td>State 14.6</td> </tr> </tbody> </table>		2015	2016	2017	State	Foundation	18.6 days or 91% 15.3 days	18.4 days or 91%	21.18 days or 89.4%	State	Year 1	21.3 days or 90%	21.0 days or 90%	15.9 days or 92%	State 15.1	Year 2	17.5 days or 92%	16.3 days or 92%	16.3 days or 92%	State 14.6	Year 3	16.5 days or 92%	14.3 days or 92%	12.9 days or 94%	State 14.3	Year 4	14 days or 93%	13.9 days or 93%	13.8 days or 93%	State 14.6	Year 5	21.5 days or 90%	20.9 days or 90%	13.8 days or 93%	State 14.6	Yes	<p>Continue positive trend of student attendance. Decrease student absence in Year 1 to 18 days</p> <p>Attitudes to School survey improvement in scores</p> <p>Classroom behaviour (2017-.78%) to 82.</p> <p>Student Voice and Agency- (2017- 72%) to</p>	Intellectual engagement and self-awareness
	2015	2016	2017	State																																			
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	Year 6 22.2 days or 89% 22 days or 89% 19.7 days or 90% State 15.3 Attitudes to School survey improvement in scores Classroom behaviour (2017-.78%) to 85. Student Voice and Agency- (2017- 72%) to 85% Connectedness to school to.(2017-76%) to 85%		80% Connectedness to school to.(2017-76%) to 80%	
To build consistent and positive partnerships with parents/carers with a focus on student wellbeing and learning support.	By 2019, Parent Opinion Survey data for Student Safety Learning focus of a Stimulating Learning Environment (2017- 71%) to 80% Effective Teaching ((2017-74%) to 85%	Yes	Learning focus of a Stimulating Learning Environment (2017- 71%) to 75% Effective Teaching ((2017-74%) to 80%	Parents and carers as partners

Improvement Initiatives Rationale

English online data demonstrates significant improvement from students who start Foundation 18 months behind to Year 2. The Relative Growth data trends from Year 3 to Year 5 shows high low and medium growth and minimal or no high growth. Key Learning Areas of concern are Reading and Writing. Focus has been on Reading with the support of an Education Consultant. HPS will continue to consolidate the Readers Workshop and introduce Writers workshop in 2018. Student attendance has made a steady improvement, however, of concern is identified new families in Foundation who have students who have significant absences. Parent/carer engagement with school continues to be challenging. Increased communication and providing more opportunities to participate with their child's learning will be prioritised for 2018.

Goal 1	GOAL 1 To improve student learning growth and learning outcomes in Literacy and Numeracy Foundation – Year 6.
12 month target 1.1	NAPLAN-Relative learning growth to indicate an increase of students from low growth to medium to high growth- Numeracy, Reading and Writing Increase to 60% of students with a grade of C or above in teacher assessments from Victorian Curriculum for students in Year 4 - Year 6 in Reading and Mathematics Foundation - Yr. 2- MOI and EOI-Increased percentage of students working at or above level Foundation - Yr. 2- MOI and EOI-Increased percentage of students working at or above level. Decreased percentage of students working towards Foundation in Years. Decreased percentage of students working towards Foundation in Years from 2017
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	To improve consistency in Instructional practice across the school
KIS 2	To build staff capacity to use data to differentiate teaching

Goal 2	To develop motivated and engaged students who are empowered to be responsible learners, with high expectations of themselves and their learning environment.
12 month target 2.1	Continue positive trend of student attendance. Decrease student absence in Year 1 to 18 days Attitudes to School survey improvement in scores Classroom behaviour (2017-.78%) to 82. Student Voice and Agency- (2017- 72%) to 80%

	Connectedness to school to.(2017-76%) to 80%
FISO Initiative	Intellectual engagement and self-awareness
Key Improvement Strategies	
KIS 1	To improve student voice and agency across the school
KIS 2	To improve student attendance

Goal 3	To build consistent and positive partnerships with parents/carers with a focus on student wellbeing and learning support.
12 month target 3.1	Learning focus of a Stimulating Learning Environment (2017- 71%) to 75% Effective Teaching ((2017-74%) to 80%
FISO Initiative	Parents and carers as partners
Key Improvement Strategies	
KIS 1	Improve parent participation and involvement in student learning

Define Evidence of Impact and Activities and Milestones - 2018

Hastings Primary School (1098)

Goal 1	GOAL 1 To improve student learning growth and learning outcomes in Literacy and Numeracy Foundation – Year 6.
12 month target 1.1	NAPLAN-Relative learning growth to indicate an increase of students from low growth to medium to high growth- Numeracy, Reading and Writing Increase to 60% of students with a grade of C or above in teacher assessments from Victorian Curriculum for students in Year 4 - Year 6 in Reading and Mathematics Foundation - Yr. 2- MOI and EOI-Increased percentage of students working at or above level Foundation - Yr. 2- MOI and EOI-Increased percentage of students working at or above level. Decreased percentage of students working towards Foundation in Years. Decreased percentage of students working towards Foundation in Years from 2017
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	To improve consistency in Instructional practice across the school
Actions	Focus on High Impact Teaching Strategies in the Middle years; 3-6 Focus on explicit teaching of writing Focus on teaching of the Language of Numeracy and Number fluency Focus on the scaffolding and moderating Readers Workshop F-6
Evidence of impact	Leaders will provide professional development for an explicit understanding of HITS Teachers will -develop a consistent instructional practice across the school -Peer observations substantiate consistent practices -Artefacts related to teaching practices and teaching learning will be displayed and consistent across the school Students will use a consistent language to describe their learning

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Education Consultant with the Literacy Team will reflect and evaluate on the consolidation of Readers Workshop..	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Introduction of Writers Workshop including literacy consultant, Lyn Watts for Term 2 curriculum day for all staff, and resourcing to support instructional consistency at all levels.	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Numeracy Team to continue to develop the language of numeracy across the school and resource as required, including PLT training and time to support instructional consistency at all levels. Numeracy Team will introduce Number fluency task packs for every student.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
3 teachers to complete Bastow Leading Literacy course	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Teachers in the Middle years to link PDP to HITS	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	GOAL 1 To improve student learning growth and learning outcomes in Literacy and Numeracy Foundation – Year 6.
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FISO Initiative	Building practice excellence
Key Improvement Strategy 2	To build staff capacity to use data to differentiate teaching
Actions	Improve data literacies of all teachers, including the understanding and use of formative assessment. Link analysis of assessment data to planning for student needs Improve the evaluation of teaching strategies and tasks to determine impact on learning.
Evidence of impact	Leaders will - provide opportunities for developing teacher capacity in data literacy and formative assessment Teachers will- collaborate to analyse student assessment data to identify teaching strategies to challenge all students Students will- develop an understanding and articulate the language of Readers and Writers Workshop and Numeracy strategies to identify learning progress

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Professional learning for teams to focus on the planning documentation to referencing student data to identify differentiated strategies	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Employment of education support staff to deliver intervention programs and support classroom learning at all levels. All ES staff to be trained in LEAP modules 1 - 4.	Education Support	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$101,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Putting a 'face to the data' requiring investigation in other settings and/or professional learning and administration	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Participation in the Southern Peninsula Data club	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Whole staff and Level specific PD around data literacy	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
PD staff on effective conferencing strategies	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To develop motivated and engaged students who are empowered to be responsible learners, with high expectations of themselves and their learning environment.			
12 month target 2.1	Continue positive trend of student attendance. Decrease student absence in Year 1 to 18 days Attitudes to School survey improvement in scores Classroom behaviour (2017-.78%) to 82. Student Voice and Agency- (2017- 72%) to 80% Connectedness to school to.(2017-76%) to 80%			
FISO Initiative	Intellectual engagement and self-awareness			
Key Improvement Strategy 1	To improve student voice and agency across the school			
Actions	Develop an understanding of all students attitudes to school Develop student's understanding of their learning in order that they can set learning goals and reflect on their learning progress			
Evidence of impact	Leaders will support teacher understanding in accessing and implementing student survey's and developing student voice Teachers will facilitate student participation in student surveys, student forums and provide opportunities for students to personalise learning and wellbeing goals and strategies Students will -be participating in student attitude to school survey and student advocacy forums. -developing learning journals for personal progress in academic and wellbeing learning			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Reintroduce KidsMatter survey as a foundation - Year 3 attitudes to school survey	Wellbeing Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implementing Student Advocacy forums focussing on Classroom behaviour, Student Motivation and Connectedness to school	Wellbeing Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
PD staff on goal setting and reflection	Team Leader(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teaching students to develop Personal Individual Learning Plans in Literacy, Numeracy and Wellbeing.	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To develop motivated and engaged students who are empowered to be responsible learners, with high expectations of themselves and their learning environment.			
12 month target 2.1	Continue positive trend of student attendance. Decrease student absence in Year 1 to 18 days Attitudes to School survey improvement in scores Classroom behaviour (2017-.78%) to 82. Student Voice and Agency- (2017- 72%) to 80% Connectedness to school to.(2017-76%) to 80%			
FISO Initiative	Intellectual engagement and self-awareness			
Key Improvement Strategy 2	To improve student attendance			
Actions	Student Wellbeing Team to develop an action plan to improve attendance			
Evidence of impact	Leaders will - schedule meetings focussing on improving student attendance -Liaise with parents/ carers to support their child's improved attendance -support teachers in developing Student Individual Attendance Plans Teachers will support students for improved attendance Students will focus on goal setting for Individual Attendance Plans			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Student counsellor employed 4 days per week	Allied Health	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$52,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Identify students/families with low attendance and develop an individual attendance plan	Wellbeing Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Student wellbeing fortnightly meetings monitor attendance and continue to work on parent/ carer engagement	Wellbeing Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To build consistent and positive partnerships with parents/carers with a focus on student wellbeing and learning support.			
12 month target 3.1	Learning focus of a Stimulating Learning Environment (2017- 71%) to 75% Effective Teaching ((2017-74%) to 80%			
FISO Initiative	Parents and carers as partners			
Key Improvement Strategy 1	Improve parent participation and involvement in student learning			
Actions	Increase parent communication strategies to strengthen the link between home and school Increase parent/carers access to and quality of information about school community and student learning to support two-way communication Provide parent education to support a positive partnership with educators			

Evidence of impact	Leaders will -provide opportunities for improved teacher-parent/carer communication and participation -provide opportunities for parent/carer education Teachers will -recognise the value in communicating with families in a range of ways. -encourage parents/carers to volunteer in classrooms Parents/carers will -be more informed and involved in school curriculum and activities -improved participation in the classroom and at school			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Teach staff to utilise communication tools appropriate to their roles, including school website, Sentral Parent portal., Tiqbiz, Class Dojo's and Edmodo to facilitate home/school communication and build positive relationships	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Document and track parent participation on Sentral; Parent teacher interviews, SSG meetings, KidsMatter celebrations	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Conduct parent/carer education on:- Student wellbeing and behavioural expectations Literacy and Numeracy Helping students at home with their learning Cyber safety	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Provide opportunities for parents to be classroom helpers and mentor them, understand expectations and build confidence	Teacher(s)	<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

Hastings Primary School (1098)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Education Consultant with the Literacy Team will reflect and evaluate on the consolidation of Readers Workshop..	PLT Leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Introduction of Writers Workshop including literacy consultant, Lyn Watts for Term 2 curriculum day for all staff, and resourcing to support instructional consistency at all levels.	PLT Leaders	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants Lyn Watts consultant booked for curriculum day	<input checked="" type="checkbox"/> On-site
Numeracy Team to continue to develop the language of numeracy across the school and resource as required, including PLT training and	Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site

time to support instructional consistency at all levels. Numeracy Team will introduce Number fluency task packs for every student.			<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT Meeting		
3 teachers to complete Bastow Leading Literacy course	Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants Bastow leading Literacy course	<input checked="" type="checkbox"/> Off-site Bastow program to be held in Peninsula Bayside area
Teachers in the Middle years to link PDP to HITS	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Professional learning for teams to focus on the planning documentation to referencing student data to identify differentiated strategies	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site PD and school visits to view exemplar models
Employment of education support staff to deliver intervention programs and support classroom learning at all levels. All ES staff to be trained in LEAP modules 1 - 4.	Education Support	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants VersaLearn consultants	<input checked="" type="checkbox"/> Off-site Literacy Enhancement Activity Program (LEAP) delivered to ES staff by VersaLearn
Putting a 'face to the data' requiring investigation in other settings and/or professional learning and administration	School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Participation in the Southern Peninsula Data club	School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Matt Vines Network	<input checked="" type="checkbox"/> Off-site SMR
Whole staff and Level specific PD around data literacy	Teacher(s)	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

		to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	
PD staff on effective conferencing strategies	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
PD staff on goal setting and reflection	Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Teaching students to develop Personal Individual Learning Plans in Literacy, Numeracy and Wellbeing.	Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Teach staff to utilise communication tools appropriate to their roles, including school website, Sentral Parent portal., Tiqbiz, Class Dojo's and Edmodo to facilitate home/school communication and build positive relationships	School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Documents that support the plan

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

2018 Annual Implementation Plan

[HPS 2018 work plan developed with Lyn Watts.pdf \(0.14 MB\)](#)