

2018 Annual Implementation Plan

for improving student outcomes

Narre Warren South P-12 College (8839)



Submitted for review by Elizabeth Swan (School Principal) on 24 November, 2017 at 10:40 AM
Endorsed by Leonie King (Senior Education Improvement Leader) on 12 December, 2017 at 10:24 AM
Endorsed by Gregory Bailey (School Council President) on 09 January, 2018 at 01:55 PM

Self-evaluation Summary - 2018

Narre Warren South P-12 College (8839)

	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	Embedding moving towards Excelling
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Excelling
	Vision, values and culture	Excelling
Positive climate for learning	Empowering students and building school pride	Embedding
	Setting expectations and promoting inclusion	Excelling
	Health and wellbeing	Excelling
	Intellectual engagement and self-awareness	Embedding moving towards Excelling
Community engagement in learning	Building communities	Embedding moving towards Excelling
	Global citizenship	Embedding moving towards Excelling
	Networks with schools, services and agencies	Embedding moving towards Excelling
	Parents and carers as partners	Embedding

Enter your reflective comments	<p>In summary, it is clear that Narre Warren South P-12 College has a lot to celebrate in terms of the results of the collective efforts of all College staff in 2017. We have achieved or exceeded all targets in our 2017 AIP and have a clear plan in place for future directions. This will involve refinement of our current Curriculum plan (including the Teaching and Learning Model) with continued efforts to strengthen the excellent practice already taking place, in addition to further incorporation of the HITS to extend the excellent practice in our classrooms. The implementation of the Literacy Support Strategy in our Primary Area, in addition to the intervention programs running at the College to support students with additional needs, have had a significant impact on the outcomes for our students. This will be further strengthened in to 2018 with continued use of equity funding to resource these programs, and others, aimed at improving the literacy (and overall) performance of our students. This will have a direct impact on the NAPLAN literacy data at Year 9 (as well as across the board) and boost the number of students in the top two bands for reading. Additionally, continued improvements to the ICT facilities in the College will continue to have an impact, not only on student outcomes, but engagement in learning as well. The efforts of the Wellbeing team in supporting student wellbeing and engagement, in addition to fostering community links, cannot go unacknowledged. 2017 has seen us become involved in the Doctors in Schools program, as well as engaging a legal practitioner on-site to further support students, the employment of school based psychologists and a speech therapist, as well as our involvement with the Respectful Relationships program. Lastly, 2018 will be a time for broader reflection on our goals and priorities in preparation for our review.</p>
Considerations for 2019	<p>2018 AIP will largely be based around review and reflection of goals in 2015-2018 Strategic Plan in preparation for school review, in addition to maintaining current levels of practice that have enabled us to achieve or exceed the goals set so far.</p>
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Narre Warren South P-12 College (8839)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
Achievement: Maximise the learning growth of all students in all learning domains with particular focus on literacy and numeracy.	• The percentage of Year 3, 5, 7 and 9 students achieving high Relative Gain in Writing, Reading and Numeracy is at or above state level by 2018.	Yes	Maintain or improve upon 2017 levels of high Relative Gain in Writing, Reading and Numeracy	Building practice excellence
	• VCE all studies mean score to be at 32 by 2018.	Yes	Maintain or improve upon 2017 VCE all studies mean score data	Building practice excellence
Engagement: Achieve high levels of student engagement in their learning	Maintaining the Secondary Attitudes to School Survey in the top quartile.	Yes	Student opinion survey maintains or improves upon 2017 data in relation to student motivation and classroom behavior in the Secondary School	Building leadership teams
	Achieve the top quartile in the Primary Attitudes to School Survey.	Yes	Student opinion survey maintains or improves upon 2017 data in relation to student motivation and classroom behavior in the Primary School	Building leadership teams
	Improve attendance across the College by 10% based on the 2014 attendance data.	Yes	Attendance improved by 10% on 2014 data	Building practice excellence
Wellbeing: Achieve high levels of student well-being and connectedness to school	Student survey variables for well-being, student behaviour, student safety and student connectedness to school to return consistently high results within the top quartile across the College	No		
Productivity: Strategically use resources to target improvements identified throughout this plan. Ensure clear, ongoing communication with the wider community.	Create a surplus of \$650,000.00 by 2018.	No		
	RTO Growth	No		
	Increase Prep intake to above 90 students	No	Prep enrollments for 2018 going in to 2019 above 90	

Improvement Initiatives Rationale

2018 will be the final year of the current strategic plan. As such, our focus for the year will be on maintaining the current positive data we have worked hard to achieve, in addition to refining current practice and resourcing to ensure the College can maintain the current high level of performance. In order to do this, we will expand on the work undertaken as part of the 2017 AIP, further developing the capacity of staff across all areas of the College, particularly in relation to the College Teaching and Learning model, Literacy Across the Curriculum, HITS and Staff Data Literacy. These projects will require significant and continued professional learning on the part of all staff including, but not limited to, professional reading, reflection on practice, collaboration in teams and collegial observations. This professional learning will be accommodated through the four days, designated student free days, PLT/Domain meeting times and other times during the school year. All staff will be accountable through the PDP process for their contributions towards the goals in the AIP for 2017.

As we will be undertaking a school review in Term 1 of 2019, the majority of Term 4 2018 will be used for the completion of the school self-evaluation in preparation for the review. At this stage, the plan for our next strategic plan and AIP for 2019 is that they are developed and written as part of the review process in 2019.

Goal 1	Achievement: Maximise the learning growth of all students in all learning domains with particular focus on literacy and numeracy.
12 month target 1.1	Maintain or improve upon 2017 levels of high Relative Gain in Writing, Reading and Numeracy
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Work in teams to continue the consistent adoption of instructional models and assessment methods with a clear focus on High Impact Teaching Strategies and assessment methods that are directly linked to Curriculum Documentation and the Victorian Curriculum Standards.
KIS 2	Review effectiveness of data sources used in 2017 to refine College data collection strategy and use refined data collection strategy to support the development of staff data literacy and improve staff capacity to use data to inform classroom practice
KIS 3	Further refine the College coaching model to develop the capacity of all staff to share effective strategies as well as to give and receive feedback.
KIS 4	Review current Primary Literacy intervention strategy and expand literacy intervention strategy to the Secondary school
12 month target 1.2	Maintain or improve upon 2017 VCE all studies mean score data
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Work in teams to continue the consistent adoption of instructional models and assessment methods with a clear focus on High Impact Teaching Strategies and assessment methods that are directly linked to Curriculum Documentation and the Victorian Curriculum Standards.

Goal 2	Engagement: Achieve high levels of student engagement in their learning
12 month target 2.1	Student opinion survey maintains or improves upon 2017 data in relation to student motivation and classroom behavior in the Secondary School
FISO Initiative	Building leadership teams
Key Improvement Strategies	
KIS 1	Develop the capacity of all leaders to foster respectful engagements throughout the school community by promoting the importance of making the school a safe and positive place to learn
12 month target 2.2	Student opinion survey maintains or improves upon 2017 data in relation to student motivation and classroom behavior in the Primary School
FISO Initiative	Building leadership teams
Key Improvement Strategies	
KIS 1	Develop the capacity of all leaders to foster respectful engagements throughout the school community by promoting the importance of making the school a safe and positive place to learn
12 month target 2.3	Attendance improved by 10% on 2014 data
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Sustain a focus on improved attendance.

Define Evidence of Impact and Activities and Milestones - 2018

Narre Warren South P-12 College (8839)

Goal 1	Achievement: Maximise the learning growth of all students in all learning domains with particular focus on literacy and numeracy.			
12 month target 1.1	Maintain or improve upon 2017 levels of high Relative Gain in Writing, Reading and Numeracy			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Work in teams to continue the consistent adoption of instructional models and assessment methods with a clear focus on High Impact Teaching Strategies and assessment methods that are directly linked to Curriculum Documentation and the Victorian Curriculum Standards.			
Actions	Continue current structure of Domain/PLT based teams for curriculum development and assessment Teachers to have specific goals in PDP around data, HITS and feedback Continuation of 2017 model of Collegial Observations where examples of best practice are shared within pairs and PLT/Domains in addition to being linked to the PDP Four professional learning days structured to allow staff to work in teams with a specific focus for each term			
Evidence of impact	<p>Staff PDPs reflect:</p> <ul style="list-style-type: none"> Relevant AITSL standards to teaching level and College Expectations Clear ideas of evidence that will be provided to support achievement of goals Goals that relate to use of data, HITS and feedback Collegial Observation process <p>Student data demonstrates growth in Literacy and Numeracy</p> <ul style="list-style-type: none"> Improvement in % of students at Year 9 in top two bands of NAPLAN Reading Feedback from students indicates improvement in learning confidence <p>Literacy and Numeracy leaders supporting staff to understand the use of data to inform instructional practice</p> <p>Correlation of teacher judgement data with other sources of College data</p> <p>Minimum of one Collegial Observation undertaken and documented per semester</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Domain/PLT based meetings and planning time to develop curriculum and assessment as well as to moderate and collaborate	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$300,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Full participation in the Collegial Observation process	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$50,000.00 <input type="checkbox"/> Equity funding will be used
Use of four professional learning days in relation to College priorities	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$200,000.00 <input type="checkbox"/> Equity funding will be used
Development of College Professional Learning Plan that incorporates the four professional learning days and College priorities	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	Achievement: Maximise the learning growth of all students in all learning domains with particular focus on literacy and numeracy.			
12 month target 1.1	Maintain or improve upon 2017 levels of high Relative Gain in Writing, Reading and Numeracy			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 2	Review effectiveness of data sources used in 2017 to refine College data collection strategy and use refined data collection strategy to support the development of staff data literacy and improve staff capacity to use data to inform classroom practice			
Actions	Review data sources used in 2017 and the effectiveness of the way/s in which they were used to inform teacher practice Develop updated data collection strategy based on review of 2017 Provide staff with professional learning opportunities that address the use of data to inform instructional practice Literacy strategies embedded across all domains to support student needs based on use of data			
Evidence of impact	Outcome of data use review discussed and minuted at PCO meeting and curriculum/PLT leader meetings 2018 Data Collection Strategy developed and implemented Record of professional learning undertaken by staff in relation to the use of data to inform instructional practice Increase in staff use of data to inform instructional practice Staff confidence in using data to inform instructional practice improved Increase in frequency of data-based discussion at PLT/Domain based meetings			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Review of current practices	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implementation of adjustments to program based on review of current practices	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional learning undertaken in Domains/PLTs during Curriculum Days and Professional Learning Days re. the use of data to inform practice	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	Achievement: Maximise the learning growth of all students in all learning domains with particular focus on literacy and numeracy.			
12 month target 1.1	Maintain or improve upon 2017 levels of high Relative Gain in Writing, Reading and Numeracy			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 3	Further refine the College coaching model to develop the capacity of all staff to share effective strategies as well as to give and receive feedback.			
Actions	Engage relevant leadership coaches to work with a variety of leadership groups in the College Allocate groups of staff to a leading teacher for the PDP based on the areas in which they work Continue to gather feedback from staff in relation to the implementation of the Collegial Observation model. Use this feedback to continually improve the model in the interests of staff development and College priorities			
Evidence of impact	Leadership coaches working with leadership group as individuals and collectively Feedback from leadership group demonstrates an improvement in sharing effective strategies, confidence in leadership capabilities and capacity to give and receive feedback Feedback from staff re. Collegial Observations sustained in the positive. Adjustments continue to be made based on feedback given. Feedback documented and included as evidence in staff PDPs Staff seek to visit classes other than those of their Collegial Observations partner			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Meetings with Leadership coaches	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Collegial Observations scheduled and undertaken in terms 1 and 4	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$150,000.00 <input type="checkbox"/> Equity funding will be used
Staff surveyed in relation to Collegial Observation process	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Leadership surveyed in relation to growth as a result of working with the coach/coaches	School Leadership Team	<input type="checkbox"/> No	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	Achievement: Maximise the learning growth of all students in all learning domains with particular focus on literacy and numeracy.
12 month target 1.1	Maintain or improve upon 2017 levels of high Relative Gain in Writing, Reading and Numeracy
FISO Initiative	Building practice excellence
Key Improvement Strategy 4	Review current Primary Literacy intervention strategy and expand literacy intervention strategy to the Secondary school
Actions	Review current Literacy Intervention Strategies in Primary Make appropriate adjustments to staffing and resourcing Development and implementation of Secondary Literacy Intervention program that is staffed appropriately and populated with students in need of intervention by using relevant data to inform decision making
Evidence of impact	Program in operation from Term 1 2018 Student data demonstrates literacy growth Feedback from students indicates improvement in learning confidence High levels of student engagement in Literacy evident

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Review of current Primary Literacy Intervention Strategy	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$20,000.00 <input type="checkbox"/> Equity funding will be used
Adjust (if necessary) and continue implementation of current Primary Literacy Strategy based on data, reflection and feedback including: Program Structure Staffing Relevant professional learning Resources	Assistant Principal	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$200,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop and implement Secondary Literacy Intervention program	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$200,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Populate Secondary Literacy Intervention program with students prioritised by need based on data including teacher judgement and NAPLAN	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Gather feedback from students in intervention programs, in addition to achievement data to evaluate success and inform future directions	Assistant Principal	<input type="checkbox"/> No	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	Achievement: Maximise the learning growth of all students in all learning domains with particular focus on literacy and numeracy.			
12 month target 1.2	Maintain or improve upon 2017 VCE all studies mean score data			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Work in teams to continue the consistent adoption of instructional models and assessment methods with a clear focus on High Impact Teaching Strategies and assessment methods that are directly linked to Curriculum Documentation and the Victorian Curriculum Standards.			
Actions	VCE teachers to continue to work with domains to support staff in understanding the continua of skills in their relevant subject areas Course counselling to maintain focus on ensuring students are provided with a suitable pathway through the senior years Curriculum, assessment and teacher practice at years 7-10 to focus on developing relevant skills that students will require in their senior years			
Evidence of impact	Curriculum documentation reflects continua of skills in relevant subject areas Meeting minutes reflect contributions of senior teachers Students undertake senior courses that fit their desired pathway VCE data maintained or improved upon from 2017			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Participation in domain meetings and curriculum development/documentation	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$50,000.00 <input type="checkbox"/> Equity funding will be used
Course and pathways counselling	Sub School Leader/s	<input type="checkbox"/> No	from: Term 3 to: Term 3	\$10,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Engagement: Achieve high levels of student engagement in their learning			
12 month target 2.1	Student opinion survey maintains or improves upon 2017 data in relation to student motivation and classroom behavior in the Secondary School			
FISO Initiative	Building leadership teams			
Key Improvement Strategy 1	Develop the capacity of all leaders to foster respectful engagements throughout the school community by promoting the importance of making the school a safe and positive place to learn			
Actions	Implement program for mentoring leading teachers Leadership consultants engaged with the College Collegial Observations model continued			
Evidence of impact	Leading Teachers engaged with Leadership consultants Meeting minutes and reflections from work with consultants in Leading Teacher PDPs Feedback from meetings with consultants put into practice by Leading Teachers Staff engaged with Collegial Observation process Improvement in leadership capacity and confidence of Leading Teachers evident			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Meetings with Leadership Consultants	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$50,000.00 <input type="checkbox"/> Equity funding will be used
Collegial Observation Process for 2018	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$25,000.00 <input type="checkbox"/> Equity funding will be used
Feedback gathered in relation to experiences of Leading Teachers with Leadership Coach	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Feedback gathered in relation to experiences of staff in relation to the Collegial Observations process for 2018	All Staff	<input type="checkbox"/> No	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Engagement: Achieve high levels of student engagement in their learning			
12 month target 2.2	Student opinion survey maintains or improves upon 2017 data in relation to student motivation and classroom behavior in the Primary School			
FISO Initiative	Building leadership teams			
Key Improvement Strategy 1	Develop the capacity of all leaders to foster respectful engagements throughout the school community by promoting the importance of making the school a safe and positive place to learn			
Actions	Implement program for mentoring leading teachers Leadership consultants engaged with the College Collegial Observations model continued			
Evidence of impact	Leading teachers engaged with Leadership consultants Meeting minutes and reflections from work with consultants in Leading Teacher PDPs Feedback from meetings with consultants put into practice by Leading Teachers Staff engaged with Collegial Observation process Improvement in leadership capacity and confidence of Leading Teachers evident			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Meetings with Leadership Consultants	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$50,000.00 <input type="checkbox"/> Equity funding will be used
Collegial Observation Process for 2018	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$25,000.00 <input type="checkbox"/> Equity funding will be used
Feedback gathered in relation to experiences of Leading Teachers with Leadership Coach	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Feedback gathered in relation to experiences of staff in relation to the Collegial Observations process for 2018	All Staff	<input type="checkbox"/> No	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Engagement: Achieve high levels of student engagement in their learning			
12 month target 2.3	Attendance improved by 10% on 2014 data			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Sustain a focus on improved attendance.			
Actions	Continue focus on following up absences already established, particularly in Primary Home group teachers to follow up absence notes Year Level Coordinators and Sub School Leaders to address chronic absenteeism Regular attendance reports to be provided to teachers in Primary and Year Level Leaders in Secondary ES Support in relation to attendance to continue			
Evidence of impact	Improved attendance by 10% in all areas of the College			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Attendance reports to be provided monthly to Primary Staff and Year Level Coordinators	Year Level Co-ordinator(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Phone calls home and meetings to be arranged when necessary	Year Level Co-ordinator(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Regular reminders to students and parents in relation to the importance of attendance at school in addition to absence protocols	Year Level Co-ordinator(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Narre Warren South P-12 College (8839)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Domain/PLT based meetings and planning time to develop curriculum and assessment as well as to moderate and collaborate	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Full participation in the Collegial Observation process	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implementation of adjustments to program based on review of current practices	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Professional learning undertaken in Domains/PLTs during Curriculum Days and Professional Learning Days re. the use of data to inform practice	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Meetings with Leadership coaches	School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Leadership Coaches including Bob Stephens and Ian Wallis	<input checked="" type="checkbox"/> On-site
Collegial Observations scheduled and undertaken in terms 1 and 4	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Meetings with Leadership Consultants	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Leadership Coaches including Bob Stephens and Ian Wallis	<input checked="" type="checkbox"/> On-site
Collegial Observation Process for 2018	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<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 school performance report.pdf \(1.85 MB\)](#)

[COLLEGIAL OBSERVATION DATA AND FEEDBACK ROUND 1.pdf \(0.22 MB\)](#)

[STUDENT SURVEY DATA SUMMARY 2017.pdf \(0.25 MB\)](#)