

2018 Annual Implementation Plan

for improving student outcomes

Langwarrin Primary School (3531)



Submitted for review by Mark Moorhouse (School Principal) on 08 December, 2017 at 02:36 PM

Endorsed by Mary Azer (Senior Education Improvement Leader) on 21 December, 2017 at 02:58 PM

Endorsed by Emma Boag (School Council President) on 21 December, 2017 at 04:20 PM

Self-evaluation Summary - 2018

Langwarrin Primary School (3531)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level	Evidence and Analysis
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Excellence in teaching and learning</p>	<p>Building practice excellence</p>	<p>Embedding</p>	<p>Engaging teachers in high quality professional development aligned with our strategic plan and AIP on an ongoing basis improves teacher effectiveness, student outcomes and higher levels of engagement. The following has been implemented to ensure our school is building practice excellence and becoming a highly effective learning community:</p> <p>A whole school professional development plan that reflects our strategic plan targets and AIP key improvement strategies</p> <p>Made explicit the expectations for collaborative practice at our school and have developed a protocol for this</p> <p>Provided teams of teachers time to meet to ensure collaborative practice occurs during the school day</p> <p>Established a structured mentoring and coaching program</p> <p>Set termly targets and routinely analyse these looking for trends, successes and areas for improvement</p> <p>Modelled collaborative practices leadership team members</p> <p>Change practice according to student data and teacher inquiry.</p>
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	Curriculum planning and assessment	Evolving moving towards Embedding	<p>The following documentation has been completed to ensure all students become confident individuals, successful learners and responsible citizens:</p> <ul style="list-style-type: none"> Essential learnings – indicating the most important and vital parts of the curriculum Whole school scope and sequence of our essential learnings in Literacy, Numeracy and Science Student friendly “I can” statements related to the essential learnings <p>The following has been implemented:</p> <ul style="list-style-type: none"> Planning reflects student achievement, stages of learning, background and needs A PLC approach based on Marzano and Dufour & Dufour models Consistency in planning and assessment Moderation of student work within teams and across the school Accurate assessment including summative and formative assessments. Process to evaluate teaching programs within teams and across the school Student learning goals and needs are based on a range of evidence
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	Evidence-based high-impact teaching strategies	Evolving	<p>Time provided for teachers to talk about and analyse best practice teaching</p> <p>Teachers actively seek feedback on their performance either from a trusted colleague, mentor or member of leadership</p> <p>Protocol developed to analyse teacher practice in relation to student outcomes</p> <p>Teachers have a belief that strong learning growth for all students is enabled by evidence-based practice</p> <p>Teachers discuss and trial high impact teaching strategies</p> <p>Our Professional Learning Community encourages and supports teachers to develop their teaching practice</p>
	Evaluating impact on learning	Embedding moving towards Excelling	<p>Teachers use a range of assessments and are given time to discuss these assessments in teams</p> <p>Moderation of student work occurs in teams</p> <p>Students have set some personal goals in Literacy and Numeracy</p> <p>Pre and post assessments are conducted and analysed within teams and at leadership</p> <p>Formative assessment is evident in some planning</p> <p>A clear protocol has been developed to discuss student assessment</p>

Professional leadership		Building leadership teams	Evolving moving towards Embedding	<p>The school has strong values and vision which is shared by teachers, students and parents</p> <p>There is ongoing analysis and discussion of our AIP, SSP targets with staff, leadership and school council</p> <p>The principal has implemented succession planning by providing PD to AP's</p> <p>The AP's provide the middle leaders with PD related to their leadership capabilities</p> <p>Leaders have modelled best practice to develop middle leaders and delegate responsibility</p>
		Instructional and shared leadership	Embedding	<p>Teams discuss high impact teaching strategies</p> <p>Leaders drive school-based professional learning in curriculum and welfare</p> <p>Leaders are seen as instructional experts. Teachers seek coaching and feedback from our leaders</p> <p>Leaders facilitate meetings and discuss progress on the performance and development process</p> <p>The school provides opportunities for leaders to develop their abilities and provides challenges to grow their capability</p>

	Strategic resource management	Excelling	<p>The FISO improvement Cycle has become fundamental in identifying priorities and ensuring ongoing monitoring of effectiveness</p> <p>Strategic resourcing directly reflects and support the targets in the school's AIP</p> <p>The principal regularly collaborates with the business manager and school council for strategic planning and accountability</p> <p>Student achievement data is used for goal setting, workforce planning.</p> <p>The principal sets challenging roles with a view to develop staff</p> <p>Beginning teachers build their capacity through a rigorous induction program. Feedback shapes the ongoing development of the induction program</p>
	Vision, values and culture	Excelling	<p>Ongoing analysis of student data informs the development of school goals</p> <p>Policies, instructional practices and processes reflect the school's vision and AIP targets</p> <p>Leaders can articulate the school's vision and values and the improvement strategies outlined in the AIP</p>

Positive climate for learning		Empowering students and building school pride	Evolving	<p>Some opportunities exist for students to have input into such things as fundraising and activities through Junior School Council</p> <p>Teachers build and appreciate positive relationships and have been trained in restorative practices.</p> <p>Teachers discuss learning progress with students and recognise achievements to build student motivation and engagement</p> <p>Teachers use student data to track progress and share this information with students</p> <p>All members of the school community have a strong sense of pride in the school and actively promote and celebrate school achievements</p> <p>Teachers identify at risk students and there are processes in place for teachers to respond in a timely fashion</p>
		Setting expectations and promoting inclusion	Embedding moving towards Excelling	<p>Diversity is valued and the school is making as many measures as possible to be fully inclusive</p> <p>Policies and practices reflect the school's understanding and value of students with diverse cultural and linguistic backgrounds</p> <p>The school's values and vision are explicit in all policies and guidelines</p> <p>The school works intensively with parents and carers to develop student's social and emotional skills and student behaviour</p> <p>Behaviour management, wellbeing and engagement strategies are evidence based and flexible to support all learners.</p> <p>Behaviour data is collected and analysed and used to review our processes and programs</p>

	Health and wellbeing	Evolving moving towards Embedding	<p>Clear classroom expectations are documented and implemented to minimise anti-social behaviours</p> <p>The school provides the parents and carers with information about social programs and expectations for behaviour</p> <p>The school programs provides opportunities for all students to participate in structured and unstructured physical activity</p> <p>The school has wellbeing programs and structures which target the needs of some students</p> <p>The school has developed a student engagement and inclusion policy</p>
	Intellectual engagement and self-awareness	Evolving	<p>The school communicates high expectations about all aspects of schooling including school attendance, behaviour and learning progress</p> <p>Teachers use student data to determine the zone of proximal development for their students using a range of assessment tools</p> <p>Students are given strategies to set goals and monitor their own progress</p> <p>All teachers collect rigorous evidence of learning, target their teaching and evaluate their practice</p> <p>Teachers work collaboratively to collect evidence of student learning and develop teaching strategies based on best practice</p> <p>Lessons are differentiated and reflect student interest</p> <p>Teachers design lessons that build on prior knowledge and scaffold new learning to engage students and develop confidence</p>

Community engagement in learning		Building communities	Excelling	<p>The school has developed sustainable and effective partnerships between teachers, parents and families resulting in higher levels of involvement in school activities.</p> <p>The school actively seeks community feedback to influence decision making</p> <p>The school works collaboratively with its partners, para professionals and services to meet the diverse needs of students</p> <p>Partnerships are monitored and reviewed to measure the effectiveness. The school and its partners design learning experiences that have mutual benefit</p> <p>The school provides an integrated approach to health and wellbeing focussed on providing support, build capacity, providing information and engaging services</p> <p>The school has employed its own school psychologist</p> <p>The school is engaged in the KSWPBP</p> <p>The school is engaged in Positive Education Practices with EMC</p>
		Global citizenship	Emerging moving towards Evolving	<p>Students are taught to respect diversity within the school. Especially as part of special events and programs to build knowledge and understanding of different cultural and linguistic backgrounds</p> <p>Teachers plan programs which focus on learning about cultural understandings and practices</p> <p>Teachers model fair and just practices when dealing with conflict (restorative practices)</p> <p>Teachers develop students' skills when managing conflict (restorative practices)</p> <p>The school models some environmentally sustainable practices</p> <p>The school involves students in recycling and gardening programs</p>

	<p>Networks with schools, services and agencies</p>	<p>Embedding</p>	<p>The school collaborates through its Community of Practice and with external partners to create a networked learning community The school shares facilities and knowledge with its network The school effectively uses these partnerships to identify and address specific learning needs, enrich student learning and address issues of disadvantage. The school utilizes its effective partnerships to facilitate successful transitions for students The school works with network partners to offer resources that support student academic and social/emotional growth</p>
	<p>Parents and carers as partners</p>	<p>Excelling</p>	<p>The engagement and involvement of parents and carers with the school is embedded in the school culture Parents and carers have a visible presence in the school and their contributions are valued by the staff The school has an organised parent helper/volunteer induction program The school actively consults with parents and carers to develop policy and expectations Teachers develop ILP's with parents and carers and monitor individual progress Teachers write IEP's for all students and share this with parents at the beginning of the year. These are reflected on throughout the year.</p>

<p>Enter your reflective comments</p>	<p>The leadership team spent a day together to reflect on our AIP targets, rate ourselves against the FISO continua and Using the FISO continua gave the opportunity for the team to have rigorous and honest discussion around what was happening in the school and to what extent goals and strategies were being implemented. The key findings were: We have a strong culture of learning and high expectations for all stakeholders We have rigorous processes in place to ensure improving student learning is at the centre of our work</p>
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	<p>We have processes in place to identify students at risk early in their schooling</p> <p>We utilise many agencies and professionals to assist with the needs of students at risk</p> <p>There are processes in place to ensure all staff are being challenged and developed into highly effective teachers or leaders</p> <p>Consistency in our teaching and learning planning and implementation</p> <p>There is a high level of accountability to each other and to the students</p> <p>Processes are based on research and best practice in teaching and learning and wellbeing/behaviour</p> <p>There is are rigorous assessment and professional learning schedules</p> <p>There is still improvement to be made across most areas of the FISO continua</p> <p>The FISO continua needs to be discussed to come to agreement on how it is interpreted within the school's context</p>
Considerations for 2018	<p>Through discussion and review of the FISO continua the following areas can be focussed on developing:</p> <p>Increasing student voice and provide a variety of forums for them to air concerns and influence decision making</p> <p>Build teacher teams that challenge each other's' practice</p> <p>Provide professional development on individual needs basis</p> <p>Value experimentation and risk taking among staff</p> <p>The school provides opportunities for staff to learn from each other and model continuous learning in their own practice</p> <p>Fully integrate learning areas and capabilities into a sequential and developmental program of learning</p> <p>Establish a process for ongoing evaluation and modification of its of its curriculum plan based on a cycle of review and stakeholder feedback</p> <p>Document whole-school pedagogical practice with high impact teaching strategies embedded into the teaching and learning cycle</p> <p>Teachers are given the opportunity to observe skilled colleagues, receive feedback and focused coaching to support changes to practice</p> <p>Teachers use self-assessment tools, peer and student feedback to evaluate their relationships with students and determine how they can adapt their approach to improve student motivation and self-confidence</p> <p>Students set their own learning goals and are encouraged to monitor and evaluate their own learning</p> <p>The school creates opportunities for students to engage with the experiences of young people from different cultures and backgrounds including through the use of technology</p>
Documents that support this plan	2017 LPS AIP 3.docx (0.12 MB)

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Langwarrin Primary School (3531)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
<p>To maximize Student Achievement levels and growth rates on a whole school basis in Literacy and Numeracy.</p>	<ul style="list-style-type: none"> ○ Student high growth levels in years 3-5 exceed national mean scores in all areas of literacy and numeracy and improve annually ○ 20% of students working above the expected level in literacy and numeracy F-6 for teacher judgments against 	<p>Yes</p>	<p>Student high growth levels in years 3-5 exceed national mean scores in reading</p> <p>Maintain 20% of students working above the expected level in reading F-6 according to teacher judgement.</p>	<p>Curriculum planning and assessment</p>

	<p>Victorian Curriculum</p> <ul style="list-style-type: none"> o The percentage of students being assessed at or above in Science is to be improved annually 			
<p>To provide a Teaching and Learning framework which maximizes student, parent and staff involvement and engagement within a vibrant educational environment.</p>	<p>Increasing variable means in the following areas of the student attitudes to school survey: Learning Confidence – 3.89 to 4.25 Teacher effectiveness - 4.27 to 4.5 School connectedness - 4.04 to 4.5 Stimulating Learning - 3.85 to 4.2 Student Motivation - 4.39 to 4.6 Teacher Effectiveness - 4.17 to 4.5</p> <p>Increasing variable means in the following areas of the parent opinion survey: Stimulating learning – 5.30 to 5.75</p>	<p>Yes</p>	<p>Reduce average days off from 15.5 (2017) to 14.5</p> <p>Student Survey Sense of connectedness from 62.2 to 70 Motivation and Interest 72.2 to 80 Stimulating learning from 49.5 to 60</p> <p>Parent Survey Student motivation and support to reach 50th Percentile Student connectedness to reach 40th percentile Promoting positive behaviour to reach 50th percentile</p> <p>Teacher survey data</p>	<p>Health and wellbeing</p>

	<p>Parent Input – 4.64 to 5.3 Student motivation – 4.85 to 5.6</p> <p>Classroom Behaviour – 2.66 to 3.85 Student Safety – 4.17 to 4.5 Student Morale – 5.44 to 5.8 Learning Confidence – 3.89 to 4.25 Student Distress- 5.57 – 5.9 School connectedness 4.04 to 4.5 Student Motivation 4.39 to 4.6</p> <p>Reduce average days off from 17.62 in 2015 to under the state average of 14 by 2019</p>		School staff safety and wellbeing 68.43 to 75.12 (all primary schools)	
To provide a safe, stimulating, orderly and inclusive learning environment for all students.	<p>For variable mean in areas that enhance the wellbeing of students to improve as reflected in the Attitudes to School Survey.</p> <p>Classroom Behavior – 2.66 to 3.85 Student Safety – 4.17 to 4.5 Student Morale – 5.44 to 5.8 Learning Confidence – 3.89 to 4.25 Student Distress- 5.57 – 5.9 School connectedness 4.04 to 4.5</p>	Yes	<p>Student opinion survey Differentiated learning challenge from 62.7 to 70th percentile</p> <p>Maintain 20% students above expected level in literacy and numeracy F-6 for teacher judgement against Victorian Curriculum</p> <p>90% of students to make 12 months learning growth in literacy and numeracy in 2018</p>	Evidence-based high-impact teaching strategies

	<p>Student Motivation 4.39 to 4.6</p> <p>Reduce average days off from 17.62 in 2015 to under the state average of 14 by 2019</p>			
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Improvement Initiatives Rationale
<ul style="list-style-type: none"> *Large turnover of staff since last having Julie Shepherd as a reading consultant *Whilst our reading results are slowly trending upwards in both year 3 and 5 we believe with improved implementation of best practice we can see student growth in reading fully maximized *Students at risk are less likely to demonstrate high levels of growth *Two new assessment resources will assist our teachers to better plan students current understandings and set attainable goals *The latest research presented at the Principals as Literacy Leaders Bastow course identifies the importance of the "big 6" in reading *Intervention for grade 1 and 2 students has been successful in the short term so we want to see that continue long term *The school has no structured student wellbeing program to teach vital skills *Students at Langwarrin PS need to be taught explicit skills to cope with conflict, show resilience etc. *Student and parent surveys have ranked low in student well being components *Through THRIVE, there is a chance to work with our neighboring schools, maximizing expertise and resources *Will assist with 6-7 transition *Will assist with decreasing absenteeism *There is currently no regular feedback given to teachers on their practice *We ranked as emerging on the FISO continua for coaching, feedback and peer observation *HITS is based on best practice *HITS will increase teacher capacity across the school. *HITS will help address areas of the parent and student survey

Goal 1	To maximize Student Achievement levels and growth rates on a whole school basis in Literacy and Numeracy.
12 month target 1.1	Student high growth levels in years 3-5 exceed national mean scores in reading Maintain 20% of students working above the expected level in reading F-6 according to teacher judgement.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	Develop and implement an agreed approach to the effective teaching of reading to ensure progress for every student

Goal 2	To provide a Teaching and Learning framework which maximizes student, parent and staff involvement and engagement within a vibrant educational environment.
12 month target 2.1	Reduce average days off from 15.5 (2017) to 14.5 Student Survey Sense of connectedness from 62.2 to 70 Motivation and Interest 72.2 to 80 Stimulating learning from 49.5 to 60 Parent Survey Student motivation and support to reach 50th Percentile Student connectedness to reach 40th percentile Promoting positive behaviour to reach 50th percentile Teacher survey data School staff safety and wellbeing 68.43 to 75.12 (all primary schools)
FISO Initiative	Health and wellbeing
Key Improvement Strategies	
KIS 1	To build the capacity of every teacher to implement a whole school health and well being program

Goal 3	To provide a safe, stimulating, orderly and inclusive learning environment for all students.
12 month target 3.1	Student opinion survey Differentiated learning challenge from 62.7 to 70th percentile Maintain 20% students above expected level in literacy and numeracy F-6 for teacher judgement against Victorian Curriculum 90% of students to make 12 months learning growth in literacy and numeracy in 2018
FISO Initiative	Evidence-based high-impact teaching strategies
Key Improvement Strategies	
KIS 1	Develop and implement a plan to ensure all teachers have the capability to utilize the HITS

Define Evidence of Impact and Activities and Milestones - 2018

Langwarrin Primary School (3531)

Goal 1	To maximize Student Achievement levels and growth rates on a whole school basis in Literacy and Numeracy.
12 month target 1.1	Student high growth levels in years 3-5 exceed national mean scores in reading Maintain 20% of students working above the expected level in reading F-6 according to teacher judgement.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 1	Develop and implement an agreed approach to the effective teaching of reading to ensure progress for every student
Actions	Engage in a consultant (Julie Shepherd) to build and oversee reading reform across the school. Develop a 3 year plan to implement the Big 6 of reading 1. Phonics

	<p>2. Oral language 3. Fluency 4. Phonemic awareness 5. Oral reading 6. Comprehension</p> <p>Develop a plan for intervention across the school</p> <ul style="list-style-type: none"> - Prep – phonemic awareness - 1/2 - oral reading - 3-6 – comprehension <p>Develop Instructional Model for reading at LPS</p> <p>Review Reading assessment P-6</p> <p>Provide PL for staff on the DET Literacy strategy</p>			
Evidence of impact	<p>Planning documents are reflective of Julie Shepherd's instructional model across the school</p> <p>Evidence of the "Big 6 of reading" in weekly planning across the school</p> <p>Intervention occurring across the school with data trends analysed to evaluate its effectiveness</p> <p>Letter and sound recognition data increased in foundation</p> <p>Reading assessment (Fountas and Pinnell) shows student growth across all levels of the school</p> <p>NAPLAN high growth above state and low growth below state in reading</p> <p>Data protocol documents contain collaborative analysis and discussions on reading strategies</p> <p>IEP's reflect students' next learning goals</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Consult with Julie Shepherd about a plan to reform our reading instruction	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$36,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Employ part-time intervention teacher	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Literacy leading teacher part time out of the classroom to help implement reading strategies/program	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Resourcing	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To provide a Teaching and Learning framework which maximizes student, parent and staff involvement and engagement within a vibrant educational environment.
12 month target 2.1	Reduce average days off from 15.5 (2017) to 14.5 Student Survey Sense of connectedness from 62.2 to 70 Motivation and Interest 72.2 to 80 Stimulating learning from 49.5 to 60 Parent Survey Student motivation and support to reach 50th Percentile Student connectedness to reach 40th percentile Promoting positive behaviour to reach 50th percentile Teacher survey data School staff safety and wellbeing 68.43 to 75.12 (all primary schools)
FISO Initiative	Health and wellbeing

Key Improvement Strategy 1	To build the capacity of every teacher to implement a whole school health and well being program
Actions	<p>Positive Education</p> <ul style="list-style-type: none"> • We will be implementing a strategic framework for building robust levels of resilience and well being by focusing on four key areas: positive emotions, relationships, achievement and health. • We will systematically work through the Kids Matter Framework and cover Component 1: Building a Positive School Community and Component 2: Social and Emotional Learning. • Data will be collected to ensure we are prioritising the needs of our school community and reviewing the effectiveness of this work. <ul style="list-style-type: none"> - Create a scope and sequence document F-6 based on Victorian Curriculum (Personal/Social Capabilities) - Develop curriculum resources for staff to assist with delivery - Deliver Professional Learning for all staff around the concepts of THRIVE and the Victorian Curriculum <p>Respectful Relationships</p> <ul style="list-style-type: none"> • We will complete an audit of our current policies and practices to ensure we promote equality. • We will participate in the research evaluation to be conducted by Melbourne University. <ul style="list-style-type: none"> - Provide professional learning to all staff - Develop practices that promote inclusion and equity for all members of our school community
Evidence of impact	<p>Curriculum scope and sequence from F-6 developed and communicated</p> <p>Planning reflects explicit teaching of THRIVE strategies</p> <p>Common language and improved wellbeing literacy</p> <p>Improved student wellbeing and learning outcomes as measured by:</p> <ul style="list-style-type: none"> - Kids Matter survey - Melbourne University Resilience, Rights and Respectful Relationships survey <p>improved school based data as measured by:</p> <ul style="list-style-type: none"> - Attitudes to School survey - Parent Opinion survey - Attendance - Behaviour - Academic growth <p>Improved teacher wellbeing data as measured by:</p>

	<ul style="list-style-type: none"> - Staff Opinion Survey - Kids Matter survey - PERMAH workplace survey - Melbourne University Resilience, Rights and Respectful Relationships survey 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Employ school psychologist full time	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$85,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Assistant Principal (wellbeing)	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$120,000.00 <input type="checkbox"/> Equity funding will be used
Positive Education (THRIVE) consultant	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used
Koorie Education officer (Part time)	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To provide a safe, stimulating, orderly and inclusive learning environment for all students.
12 month target 3.1	<p>Student opinion survey Differentiated learning challenge from 62.7 to 70th percentile</p> <p>Maintain 20% students above expected level in literacy and numeracy F-6 for teacher judgement against Victorian Curriculum</p> <p>90% of students to make 12 months learning growth in literacy and numeracy in 2018</p>

FISO Initiative	Evidence-based high-impact teaching strategies
Key Improvement Strategy 1	Develop and implement a plan to ensure all teachers have the capability to utilize the HITS
Actions	<p>Provide Professional Learning for staff on staff on the Higher Impact Teaching Strategies</p> <p>Conduct survey on which areas of HITS teachers would like PD on</p> <p>Develop a Model for Feedback.</p> <ul style="list-style-type: none"> - Instructional rounds - Peer coaching - Principal Feedback - Student Feedback <p>Provide Professional learning for teachers on Coaching and feedback</p>
Evidence of impact	<p>Planning documents reflect HITS</p> <p>Data protocol documents discussion of HITS</p> <p>Students set and reflect on own learning goals</p> <p>Worked examples of task expectations evident in classrooms</p> <p>Students receiving documented and verbal feedback from peers and teacher regularly</p> <p>Student self and peer assessments</p> <p>Planning reflects differentiated teaching</p> <p>Individualized interventions occurring based on student IEP/ILP</p> <p>Leadership team observing teachers and providing feedback</p> <p>Peer coaching occurring across the school</p> <p>Staff PD calendar reflects HITS</p>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Leading teachers released part time	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$40,000.00 <input type="checkbox"/> Equity funding will be used
Assistant Principal (curriculum)	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$119,000.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Langwarrin Primary School (3531)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Consult with Julie Shepherd about a plan to reform our reading instruction	Assistant Principal	from: Term 1 to: Term 4	<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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Julie Shepherd	<input checked="" type="checkbox"/> On-site
Positive Education (THRIVE) consultant	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Sarah Roney	<input checked="" type="checkbox"/> Off-site Staff conference

				<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting		
Leading teachers released part time	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<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

[LPS PD record 2017 UPDATED 24th October.docx \(0.03 MB\)](#)

Dimension 2

[English Whole School LPS Assessment Schedule 2017.docx \(0.03 MB\)](#)

[Whole School Mathematics Assessment Schedule 2017.docx \(0.04 MB\)](#)

Dimension 3

[5AB.xlsx \(0.07 MB\)](#)

Dimension 4

[Copy of DATA PROTOCOL February 14th - CARS.docx \(0.01 MB\)](#)

[Literacy Minutes. moderation.docx \(0.03 MB\)](#)

Dimension 5

[Level Leaders minutes 15-2-17.docx \(0.05 MB\)](#)

[Level Leaders minutes 8-2-17 \(002\).docx \(0.05 MB\)](#)

Dimension 6

[Grade 6 Numeracy Targets 2017 \(New\).xlsx \(0.31 MB\)](#)

[LITERACY TARGETS WHOLE SCHOOL.xlsx \(0.11 MB\)](#)

Dimension 9

[attendance term 4.pdf \(0.1 MB\)](#)

[Timetable TERM PEER LEADER.docx \(0.01 MB\)](#)

[Week 5 meeting Agenda.docx \(0.33 MB\)](#)

Dimension 16

[LPS Helper Info Session.pptx \(0.63 MB\)](#)

Self-evaluation Summary

[2017 LPS AIP 3.docx \(0.12 MB\)](#)