

# 2018 Annual Implementation Plan

## for improving student outcomes

Narre Warren North Primary School (1901)



Submitted for review by Connie Vandervoort (School Principal) on 31 October, 2017 at 09:22 AM  
Endorsed by Leonie King (Senior Education Improvement Leader) on 04 December, 2017 at 04:34 PM  
Endorsed by Cathy Maher (School Council President) on 12 December, 2017 at 06:19 PM

# Self-evaluation Summary - 2018

Narre Warren North Primary School (1901)

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

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

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

<b>Enter your reflective comments</b>	This data is from the School Review held during Semester 2, 2017.
<b>Considerations for 2019</b>	<p>Our intent is to develop a whole school instructional model, build teacher capacity in English, particularly Reading and Writing and provide the best educational opportunities, including empowering students, giving them a voice in their learning, and introducing STEM in order to improve student engagement.</p> <p>By focusing on Building Practice Excellence, Curriculum Planning and Assessment; Empowering Students and Building School Pride we will enhance teaching and learning in order to achieve our intent.</p>
<b>Documents that support this plan</b>	<p>2017 School Annual Implementation Plan NWN Working document.docx (0.86 MB)</p> <p>2017 school self evaluation.pdf (1.2 MB)</p> <p>NWNPS Peer Review Report.docx (0.39 MB)</p>

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Narre Warren North Primary School (1901)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
Develop a whole school Instructional model.	Completed documentation of Instructional Model SOS: Results of School Climate variable; Collective Efficacy; and Academic Focus to be sustained or show continuous improvement using 2017 results as base line SATS: Results of variable; Learning Confidence and Student Motivation to be sustained or show continuous improvement using 2017 results as base line.	Yes	Draft of Instructional model. Sustain/improvement in the SOS variables - School Climate; Collective Efficacy; and Academic Focus compared to 2017. Sustain/Improvement in Learning Confidence (73%+) and Student Motivation (72%+) in the Student Survey.	Building practice excellence
To improve student achievement in English with an emphasis on Reading and Writing.	Maintain and/or increase in the percentage of students in the top two Vic Curriculum bands (A & B) in Reading and Writing. Reduce percentage of students with low growth as identified by Naplan results in Reading and Writing.	Yes	55% of students to achieve the top 2 bands in Reading and 60% in Writing. Decrease low growth to 8% in Reading and 20% in Writing. Increase high growth to 45% in Reading and 25% in Writing.	Curriculum planning and assessment

	Increase percentage of students with high growth as identified by Naplan results in Reading and Writing.			
Build a culture of student-centred learning	<p>SATS: Results of variables; Connectedness to School; Self Regulation and Goal Setting; and Student Voice to show continuous improvement using 2017 results as base line.</p> <p>POS: Results of variables; Student Agency and Voice and Parent Communication to show continuous improvement using 2017 results as base line.</p> <p>Conduct student survey to use with focus groups (P-6) to gain feedback from students regarding student agency; 2018 Semester 1 to be used as a benchmark.</p>	Yes	Sustain/improve Connectedness to School (70%), Self Regulation and Goal setting (81%) and Student Voice (57%) results in the student survey. Sustain/improve Student Agency and Voice (78%+) and Teacher Communication (80%+) in the parent opinion survey.	Empowering students and building school pride

### Improvement Initiatives Rationale

#### Building Practice Excellence (Alignment with FISO):

The school has undertaken extensive work in the development of curriculum structures, processes and documentation. Construction of a whole school instructional model would enable the school's curriculum plan to fully integrate learning areas and capabilities, pedagogy and assessment.

If we develop a shared professional practice with high-impact teaching strategies and collaborative processes to monitor and track student progress along their learning pathway, then student outcomes will improve.

#### Curriculum Planning and Assessment:

The school has begun to adopt whole school approaches to teaching and learning in Reading which have begun to be documented and formalised, however there is nothing in place in Writing. The lack of a whole school Writing approach has resulted in inconsistencies in the teaching of Writing and low results. NAPLAN data indicates a decline in Writing.

Reading has been a priority for the last 2 years. Further work is required to develop consistency in teaching practice across the school.

If teachers' knowledge of evidence-based, high-impact strategies is developed and teaching and learning approaches are founded on shared understandings of best

practice, then student learning outcomes will be improved.  
 Empowering Students, Building School Pride, Health and Wellbeing:  
 The learning growth for students achieving above the expected level is not consistently as high as for other cohorts . Students have some say in their learning and teachers set learning goals with high expectations to engage students in their own learning, however, an analysis of the degree to which the students have agency in learning and opportunities to give feedback and receive effective feedback is an area requiring further inquiry.  
 If teachers develop challenging and aspirational goals with students and teach them to self-assess and monitor their own progress then student outcomes will improve.

<b>Goal 1</b>	Develop a whole school Instructional model.
<b>12 month target 1.1</b>	Draft of Instructional model. Sustain/improvement in the SOS variables - School Climate; Collective Efficacy; and Academic Focus compared to 2017. Sustain/Improvement in Learning Confidence (73%+) and Student Motivation (72%+) in the Student Survey.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Develop an agreed Instructional model through audit, research, refinement, consultation and collaboration.
KIS 2	Develop teacher capacity through the PLT structure with the emphasis on evaluating impact on learning of the whole school instructional model.

<b>Goal 2</b>	To improve student achievement in English with an emphasis on Reading and Writing.
<b>12 month target 2.1</b>	55% of students to achieve the top 2 bands in Reading and 60% in Writing. Decrease low growth to 8% in Reading and 20% in Writing. Increase high growth to 45% in Reading and 25% in Writing.
<b>FISO Initiative</b>	Curriculum planning and assessment
<b>Key Improvement Strategies</b>	

KIS 1	Implement a consistent instructional model across the school for Writing, based on action research, in order to improve student learning.
KIS 2	Establish whole school assessment for Writing, based on effective assessment practices in Writing including moderation and use of data in PLTs.
KIS 3	Develop whole school consistency in Reading.

<b>Goal 3</b>	Build a culture of student-centred learning
<b>12 month target 3.1</b>	Sustain/improve Connectedness to School (70%), Self Regulation and Goal setting (81%) and Student Voice (57%) results in the student survey. Sustain/improve Student Agency and Voice (78%+) and Teacher Communication (80%+) in the parent opinion survey.
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategies</b>	
KIS 1	Development of whole school feedback model based on High Impact Teaching Strategies Tool (HITS)
KIS 2	Build social skills, emotional resilience and positive mental health and wellbeing in all students.

## Define Evidence of Impact and Activities and Milestones - 2018

Narre Warren North Primary School (1901)

<b>Goal 1</b>	Develop a whole school Instructional model.
<b>12 month target 1.1</b>	Draft of Instructional model. Sustain/improvement in the SOS variables - School Climate; Collective Efficacy; and Academic Focus compared to 2017. Sustain/Improvement in Learning Confidence (73%+) and Student Motivation (72%+) in the Student Survey.
<b>FISO Initiative</b>	Building practice excellence

<b>Key Improvement Strategy 1</b>	Develop an agreed Instructional model through audit, research, refinement, consultation and collaboration.			
Actions	Audit and document existing instructional practices. Investigate instructional models.			
Evidence of impact	<p>Leaders will: Model increased understanding of instructional practice. Deliver professional learning on instructional models.</p> <p>Teachers will: Develop a common understanding of what an instructional model is. Articulate the key elements of the NWNPS instructional model. Include key elements of the instructional model in work programs. Demonstrate the use of the instructional model in teaching practice. Link HITS to the instructional model.</p> <p>Students will: Be able to articulate the learning intentions and success criteria of their learning.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Develop a common understanding of 'What is an Instructional model'.	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Find examples of Instructional models from other schools.	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$500.00 <input type="checkbox"/> Equity funding will be used
Document existing instructional practices (school wide, e.g. learning intentions and curriculum based).	PLT Leaders	<input type="checkbox"/> No	from: Term 3 to: Term 3	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Professional learning in HITS to inform our instructional model.	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$5,000.00 <input type="checkbox"/> Equity funding will be used



Develop draft Instructional Model.	Leadership Team	<input type="checkbox"/> No	from: Term 4 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
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<b>Goal 1</b>	Develop a whole school Instructional model.			
<b>12 month target 1.1</b>	Draft of Instructional model. Sustain/improvement in the SOS variables - School Climate; Collective Efficacy; and Academic Focus compared to 2017. Sustain/Improvement in Learning Confidence (73%+) and Student Motivation (72%+) in the Student Survey.			
<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 2</b>	Develop teacher capacity through the PLT structure with the emphasis on evaluating impact on learning of the whole school instructional model.			
Actions	Develop consistency in implementation of instructional practices in Teams. Track level of implementation through walkthroughs and 'Watching Others Work' (giving and receiving feedback)			
Evidence of impact	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>Conduct regular observations of practice in classrooms.</li> <li>Meet regularly with teachers to provide feedback on practice from walkthroughs, individually and in teams.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Actively participate in 'Watching Others Work', conducting regular observations and sharing reflective feedback to improve teacher practice.</li> <li>Implement strategies learned through the Professional Learning Community program.</li> <li>Focus on teaching and learning in team meetings.</li> <li>Implement instructional practices based on WOWs, walkthroughs and feedback.</li> <li>Link walkthroughs and feedback to their PDPs.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>Articulate the learning intentions of each lesson and how they will know if they have been successful.</li> <li>Understand what they are learning and why.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>

Participate in the Professional Learning Community program.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Collaboration in teams to develop consistency in instructional practice.	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
WOWs within teams to develop consistency in how it is taught (structure)	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Work with Chalcot Lodge to implement 'Structuring Lessons' from HITS.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$3,000.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To improve student achievement in English with an emphasis on Reading and Writing.
<b>12 month target 2.1</b>	55% of students to achieve the top 2 bands in Reading and 60% in Writing. Decrease low growth to 8% in Reading and 20% in Writing. Increase high growth to 45% in Reading and 25% in Writing.
<b>FISO Initiative</b>	Curriculum planning and assessment
<b>Key Improvement Strategy 1</b>	Implement a consistent instructional model across the school for Writing, based on action research, in order to improve student learning.
<b>Actions</b>	Audit what we are already doing well in Writing to develop non negotiables in teacher practice.  Review existing Junior and Senior Spelling programs to ensure they link to Writing and create continuity in patterns and processes.  Investigate existing Writing programs through Action Research and trial these in teams to determine the effectiveness of Writing programs on student learning.

Evidence of impact	<p>Leaders will: Facilitate professional learning in Action Research and provision of advice and support to teams in the development of this research. Link our Spelling program to Writing. Conduct observations of practice in classrooms in Writing to compare changes over the year. Meet regularly with teachers to provide feedback on practice from walkthroughs, individually and in teams, on teacher practice in Writing.</p> <p>Teachers will: Develop a shared understanding of the implementation of different writing programs based on research that informs student learning. Develop non negotiables in Writing that are consistent across the school. Participate in 'Watching Others' Work' in Writing. Document action research in planning documents. Present Action Research results to the whole staff to determine further action. Focus on teaching and learning of Writing in team meetings. Link Writing Action Research to their PDPs.</p> <p>Students will: Be able to articulate the learning intentions of Writing lessons and how they will know if they are successful. Understand and assess their progress and be able to articulate what they need to learn next. Demonstrate writing of different genres.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Audit current Writing practices and identify best practice based on teacher judgements. How taught? Why? (linking to evidence) Structure? Genres?	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Development of Action Research Teams to investigate and trial Writing programs/approaches.	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
Presentations back to staff on Writing Action Research at staff meetings	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 4 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used

Audit what works well in SMART Spelling and Words Their Way programs.	PLT Leaders	<input type="checkbox"/> No	from: Term 2 to: Term 2	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Investigate the use of SMART Spelling and Words Their Way in other schools.	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 3	\$4,000.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To improve student achievement in English with an emphasis on Reading and Writing.
<b>12 month target 2.1</b>	55% of students to achieve the top 2 bands in Reading and 60% in Writing. Decrease low growth to 8% in Reading and 20% in Writing. Increase high growth to 45% in Reading and 25% in Writing.
<b>FISO Initiative</b>	Curriculum planning and assessment
<b>Key Improvement Strategy 2</b>	Establish whole school assessment for Writing, based on effective assessment practices in Writing including moderation and use of data in PLTs.
Actions	Trial Writing rubrics related to Action Research to improve assessment in Writing. Undertake Writing moderation and professional discussions in Teams and across the school to develop a consistent approach in Writing.
Evidence of impact	Leaders will: Attend Writing moderation sessions and observe practice to compare changes over the year. Meet regularly with teachers to provide feedback and support in the analysis of data, adopting a coaching approach to improve practice. Teachers will: Demonstrate evidence of growth through Action Research implementation. Participate in professional discussions of Writing in meetings based on data to inform planning. Regularly moderate to inform teacher judgements. Trial Writing assessment rubrics. Students will: Be able to articulate the learning intention of Writing lessons and how they will know if they are successful. Understand and assess their progress and be able to articulate what they need to learn next.

	Receive feedback to inform their learning. Improve writing results.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Teams to develop and implement a rubric based on Action Research in Writing	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Team and whole school moderation in Writing using different genres.	Teacher(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 improve student achievement in English with an emphasis on Reading and Writing.
12 month target 2.1	55% of students to achieve the top 2 bands in Reading and 60% in Writing. Decrease low growth to 8% in Reading and 20% in Writing. Increase high growth to 45% in Reading and 25% in Writing.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 3	Develop whole school consistency in Reading.
Actions	<p>Review the CAFÉ menu and make necessary alterations to ensure it is aligned with the Victorian Curriculum.</p> <p>Review school wide non-negotiables for CAFE to develop consistent practice.</p> <p>Undertake further professional learning in CAFÉ, including modelling of exemplary CAFÉ practices to develop whole school consistency and professional reading.</p> <p>Align reading resources with the CAFE strategies</p> <p>Review and update assessment practices to ensure consistence across the school.</p>

Evidence of impact	<p>Leaders will:          Ensure the CAFE menu is aligned with the Victorian Curriculum.          Develop a data base of resources for teaching of CAFE strategies.          Conduct observations of practice in classrooms in CAFE to ensure there is consistency across the school.</p> <p>Teachers will:          Determine student growth in Reading using triangulation of data.          Implement documented whole school non negotiables.          Planned lessons documented consistent with Scope and Sequence          Develop consistency of practice through participation in the 'Watching Others Work' program and providing peers with feedback.          Include key elements of the CAFE instructional model in work programs and planning documentation.</p> <p>Students will:          Understand the learning intentions of reading lessons and how they will know if they are successful.          Assess their progress using the CAFE menu and be able to articulate what they need to learn next.          Know their individual reading strategies and how to practise them.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Whole staff professional learning on the instructional model of CAFE. School visits to observe best practice.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Review current school wide CAFE non negotiables and make changes based on feedback.	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Peer modelling, walkthroughs and coaching in Reading implemented.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$8,000.00 <input type="checkbox"/> Equity funding will be used
Audit current CAFE menu against current curriculum.	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Audit, cull and reorganise school resources to align them with the CAFE strategies.	PLT Leaders	<input type="checkbox"/> No	from: Term 4 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Consistent analysis and implementation of Fountas and Pinnell. Triangulation of data. Investigate moderating Reading with other schools.	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 3</b>	Build a culture of student-centred learning
<b>12 month target 3.1</b>	Sustain/improve Connectedness to School (70%), Self Regulation and Goal setting (81%) and Student Voice (57%) results in the student survey. Sustain/improve Student Agency and Voice (78%+) and Teacher Communication (80%+) in the parent opinion survey.
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategy 1</b>	Development of whole school feedback model based on High Impact Teaching Strategies Tool (HITS)
Actions	Gather effective feedback from students to improve student learning. Improve teacher capabilities in consistency between assessment and use of data. Give effective feedback to students in order for them to set learning goals.
Evidence of impact	Leaders will: Provide teachers with feedback from walkthroughs verbally and in written form in order to show consistency of practice across the school. Participate in and facilitate HITS professional learning. Teachers will: Implement the Numeracy tracker to group students and ascertain growth and give students feedback. Collect and use student feedback data, e.g. from Welcome Back weeks and student surveys to improve practice. Participate in WOWs and implementation of feedback provided to improve practice. Provide evidence of HITS in planning documentation. Implement feedback strategies in classrooms so students have a good understanding of their learning. Link feedback of HITS to staff PDPs. Students will: Provide teachers with feedback to inform teaching and learning.

	Set effective learning goals based on assessment and feedback given. Participation in student led conferences in Grades 3 to 6 to communicate progress towards their goals to parents.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Professional learning for staff in HITS - Feedback, Questioning and Metacognitive Strategies.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Development and implementation of whole school Numeracy tracker.	KLA Leader	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Development of consistent processes across the school in giving and receiving feedback to students, eg Glow and Grow, Maths rubrics, CAFE menu.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Establish methods to obtain student feedback to teachers. Teachers use feedback from students to inform teaching.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Build on school protocols and processes for WOWs and walkthroughs.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Develop consistency for Welcome Back weeks through sharing of ideas and strategies across teams.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 3</b>	Build a culture of student-centred learning
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<b>12 month target 3.1</b>	Sustain/improve Connectedness to School (70%), Self Regulation and Goal setting (81%) and Student Voice (57%) results in the student survey. Sustain/improve Student Agency and Voice (78%+) and Teacher Communication (80%+) in the parent opinion survey.			
<b>FISO Initiative</b>	Empowering students and building school pride			
<b>Key Improvement Strategy 2</b>	Build social skills, emotional resilience and positive mental health and wellbeing in all students.			
Actions	Develop and document a consistent Social Skills program across the school.  Establish a culture of growth mindsets.  Implement social skills' activities for students.			
Evidence of impact	Leaders will: Develop guidelines as to what is reported on Sentral regarding student wellbeing. Analyse the reduction in reported behaviour issues in Sentral. Facilitate professional learning in student wellbeing for staff and parents. Analyse KidsMatter survey to show improvement in data from 2017 to 2018. Teachers will: Document a Social Skills program in planning documentation. Document wellbeing issues on Sentral as per school protocols. Include mindfulness and positive learning strategies to promote wellbeing in classroom programs. Students will: Provide feedback to teachers on wellbeing through Welcome Back week and What helps and hinders learning. Participate in lunch time activities to reduce misbehaviours in the yard.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Investigate Social Skills programs to develop school Scope and Sequence.	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used

Implement KidsMatter Components 2 and 3.	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Investigate and trial lunchtime clubs and activities for students facilitated by student leaders, e.g. Lego Club, Chess.	KLA Leader	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Staff professional learning in Growth mindset.	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 2	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Workshops for parents in accessing support services, resilience and positive mental health.	PLT Leaders	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

## Professional Learning and Development Plan - 2018

Narre Warren North Primary School (1901)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop a common understanding of 'What is an Instructional model'.	PLT Leaders	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Professional learning in HITS to inform our instructional model.	PLT Leaders	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site

			<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"/> School improvement partnerships	
Participate in the Professional Learning Community program.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <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"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site  Program through Bastow - external and internal
Collaboration in teams to develop consistency in instructional practice.	PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
WOWs within teams to develop consistency in how it is taught (structure)	Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Work with Chalcot Lodge to implement 'Structuring Lessons' from HITS.	Leadership Team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site

Audit current Writing practices and identify best practice based on teacher judgements. How taught? Why? (linking to evidence) Structure? Genres?	Teacher(s)	from: Term 1 to: Term 1	<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"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Development of Action Research Teams to investigate and trial Writing programs/approaches.	Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <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"/> Subject association	<input checked="" type="checkbox"/> Off-site  combination of both
Presentations back to staff on Writing Action Research at staff meetings	Teacher(s)	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Investigate the use of SMART Spelling and Words Their Way in other schools.	PLT Leaders	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Teams to develop and implement a rubric based on Action Research in Writing	Teacher(s)	from: Term 2 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"/> Internal staff	<input checked="" type="checkbox"/> On-site

Team and whole school moderation in Writing using different genres.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Whole staff professional learning on the instructional model of CAFE. School visits to observe best practice.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> 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"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site  both as new staff may visit other schools during PPT
Peer modelling, walkthroughs and coaching in Reading implemented.	Leadership Team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Consistent analysis and implementation of Fountas and Pinnell. Triangulation of data. Investigate moderating Reading with other schools.	PLT Leaders	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<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"/> Teaching partners	<input checked="" type="checkbox"/> Off-site  combination
Professional learning for staff in HITS - Feedback, Questioning and Metacognitive Strategies.	Leadership Team	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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Formalised PLC/PLTs			
Development of consistent processes across the school in giving and receiving feedback to students, eg Glow and Grow, Maths rubrics, CAFE menu.	Teacher(s)	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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Build on school protocols and processes for WOWs and walkthroughs.	Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Investigate Social Skills programs to develop school Scope and Sequence.	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"/> 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"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implement KidsMatter Components 2 and 3.	PLT Leaders	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Staff professional learning in Growth mindset.	PLT Leaders	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Student Free 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 self evaluation.pdf \(1.2 MB\)](#)

[NWNPS Peer Review Report 2017.pdf \(1.08 MB\)](#)

### Self-evaluation Summary

[2017 School Annual Implementation Plan NWN Working document.docx \(0.86 MB\)](#)

[2017 school self evaluation.pdf \(1.2 MB\)](#)

[NWNPS Peer Review Report.docx \(0.39 MB\)](#)