

2018 Annual Implementation Plan

for improving student outcomes

River Gum Primary School (5130)



Submitted for review by Roma McKinnon (School Principal) on 15 November, 2017 at 12:49 PM
Endorsed by Anne Martin (Senior Education Improvement Leader) on 24 November, 2017 at 02:14 PM
Endorsed by Vicky Methven (School Council President) on 02 March, 2018 at 01:56 PM

Self-evaluation Summary - 2018

River Gum Primary School (5130)

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

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

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

Enter your reflective comments	<p>Based on the 2017 self evaluation under the Achievement AIP goal, we will be moving from Building Practice Excellence to Curriculum Planning and Assessment in the Excellence in teaching and learning FISO model.</p> <p>Our 2018 Achievement goal will be focused on Literacy; in particular Reading for the 2018 AIP.</p> <p>We will ensure we remain focused on the HITS for the 2018 school year and entwine them within our AIP, PDP's and Professional Learning schedule.</p>
Considerations for 2019	<p>Based on the School Performance Report data the top 2 bands for Reading and Numeracy are very low and have been identified as Transform areas</p> <p>Daily 5 and CAFE</p> <p>Guided Reading practices</p> <p>Data literacy</p> <p>PLC practices linked to Inquiry Challenges</p> <p>Shared planning and assessment strategies on Sentral</p>

Documents that support this plan	AIP 2017.pdf (0.53 MB) Approved SSP 17 December 2015 (5).pdf (0.42 MB) Sch_Prfl_Rpt_20175130.pdf (1.86 MB)
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Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

River Gum Primary School (5130)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
Achievement: Improve learning outcomes in English and Mathematics from Foundation to Year 6 for all students.	<p>To reduce the percentage of students achieving low NAPLAN relative growth by 2019 as follows: Numeracy: From 33.3% in 2015 to <25% in 2019 Reading: From 31.6% in 2015 to <25% in 2019 Writing: From 38.6% in 2015 to <25% in 2019</p> <p>To increase the percentage of students achieving medium NAPLAN relative growth by 2019 as follows: Numeracy: From 42.6% in 2015 to >50% in 2019</p>	Yes	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <ul style="list-style-type: none"> To demonstrate student growth using Effect Size data in Reading comprehension and Writing. NAPLAN Relative Growth – To demonstrate relative growth in Numeracy, Reading and Writing. By the end of 2018 our Low, Medium and High bands will move towards our 2019 targets. 	Curriculum planning and assessment

	<p>Reading: From 47.4% in 2015 to >50% in 2019 Writing: From 40.4% in 2015 to >50% in 2019</p> <p>To increase the percentage of students achieving high NAPLAN relative growth by 2019 as follows: Numeracy: From 24.1% in 2015 to >25% in 2019 Reading: From 21.1% in 2015 to >25% in 2019 Writing: From 21.1% in 2015 to >25% in 2019</p>			
<p>Engagement: Create a climate where each student feels purposeful and successful and actively participates in their learning.</p>	<ul style="list-style-type: none"> • By 2019, reduce student absences to equal or better state P-6. • By 2019, the components relating to Teaching and Learning in the Attitudes to School Survey and Student Relationships, will trend towards the third quartile. • By 2019, the 'Overall Score' in the Staff Opinion Survey for both School Climate Summary and Teaching and Learning Summary will trend/align with 'All Primary Schools'. • The variables of the Student Engagement components in the Parent Opinion Survey will match or trend higher than 'All School Types'. 	<p>Yes</p>	<ul style="list-style-type: none"> • Continue to improve Attendance patterns moving towards the state average. • Engagement and Wellbeing Teams to collaborate more closely in building school pride, student voice, agency and leadership. <p>- Continue to move towards targets outlined in the Student, Staff and Parent Surveys.</p>	<p>Empowering students and building school pride</p>

Wellbeing: Provide a safe and caring school community environment that promotes social and emotional health and wellbeing.	<ul style="list-style-type: none"> • By 2019, student morale and student distress to be in the 4th quartile in the Student Attitude to School Survey. • By 2019, equal or better mean score for social skills variable in the Parent Opinion Survey. • The components of the school staff safety and wellbeing section, trend towards 'All Primary Schools' in Staff Opinion Survey. 	Yes	<p>Move towards the 2019 targets.</p> <p>Engagement and Wellbeing Teams to collaborate more closely in building school pride, social ties, acceptance, care and support.</p>	Empowering students and building school pride

Improvement Initiatives Rationale
<p>Achievement Curriculum planning and assessment: according to our School Performance Report 2017, our reading level of achievement is sitting at 'Renew' meaning that it is low and/or maintained in our high and medium gains from year 3 to 5 NAPLAN results. Also, the % of students in the top two bands in year five has been identified as Transform which means that our performance has been consistently low.</p> <p>Engagement Empowering students and building school pride: according to our School Performance Report 2017, our Student Attitude data is sitting at Transform, which means that our performance has been consistently low. Also the Engagement area in regards to Attendance is sitting at Stretch; so we will continue our current work in this area and build upon successes from 2017.</p> <p>Wellbeing Empowering students and building school pride: according to our 2017 Parent Opinion Survey a quarter of our parents surveyed believed that their child has been recently bullied.</p> <p>In 2018, the Wellbeing and Engagement teams will be working closely together to introduce new initiatives related to a whole school approach in building school pride and social connectedness.</p>

Goal 1	Achievement: Improve learning outcomes in English and Mathematics from Foundation to Year 6 for all students.
12 month target 1.1	<ul style="list-style-type: none"> To demonstrate student growth using Effect Size data in Reading comprehension and Writing. NAPLAN Relative Growth – To demonstrate relative growth in Numeracy, Reading and Writing. By the end of 2018 our Low, Medium and High bands will move towards our 2019 targets.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	If we build teacher capacity to effectively differentiate teaching for all students in Reading, then we will embed a consistent instructional approach that incorporates High Impact Teaching Strategies and formative assessment practices.

Goal 2	Engagement: Create a climate where each student feels purposeful and successful and actively participates in their learning.
12 month target 2.1	<ul style="list-style-type: none"> Continue to improve Attendance patterns moving towards the state average. Engagement and Wellbeing Teams to collaborate more closely in building school pride, student voice, agency and leadership. <p>- Continue to move towards targets outlined in the Student, Staff and Parent Surveys.</p>
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	If we build School Pride and embed student voice, agency and leadership then we will create a culture where students have a sense of belonging, feel empowered and are confident learners.

Goal 3	Wellbeing: Provide a safe and caring school community environment that promotes social and emotional health and wellbeing.
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12 month target 3.1	Move towards the 2019 targets. Engagement and Wellbeing Teams to collaborate more closely in building school pride, social ties, acceptance, care and support.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	If we build strong relationships between students, staff and community, then we will embed a culture of strong social ties and they will feel acceptance, care and support from others. They will feel they are truly part of a school community.

Define Evidence of Impact and Activities and Milestones - 2018

River Gum Primary School (5130)

Goal 1	Achievement: Improve learning outcomes in English and Mathematics from Foundation to Year 6 for all students.
12 month target 1.1	<ul style="list-style-type: none"> • To demonstrate student growth using Effect Size data in Reading comprehension and Writing. • NAPLAN Relative Growth – To demonstrate relative growth in Numeracy, Reading and Writing. • By the end of 2018 our Low, Medium and High bands will move towards our 2019 targets.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 1	If we build teacher capacity to effectively differentiate teaching for all students in Reading, then we will embed a consistent instructional approach that incorporates High Impact Teaching Strategies and formative assessment practices.
Actions	<p>We will implement this work by:</p> <ol style="list-style-type: none"> 1. Professional Learning Communities <ul style="list-style-type: none"> - Inquiry Challenge in Reading mentored by Leadership team and learning specialist.

	<p>2. Professional Learning</p> <ul style="list-style-type: none"> - Lisa Keskinen to provide whole staff professional development in Literacy - Coaching of leadership team, Learning Specialists and PLT Leaders with Anne Marie Quinn - Teaching Tuesdays - Workshop Wednesdays - PLT meetings weekly <p>3. P2P Coaching</p> <ul style="list-style-type: none"> - Evidence through triangulation (Observation, AITSL, HITS, planning documents or Peer observation/feedback) <p>4. Accountability Meeting 'Check Ins'</p> <ul style="list-style-type: none"> - Executive Leader will conduct meetings with teaching staff monthly to check in and monitor student progress <p>5. Intervention Strategies</p> <ul style="list-style-type: none"> - RTI - SWAN
Evidence of impact	<p>Leaders will...</p> <p>Build capacity of teachers by:</p> <ul style="list-style-type: none"> • Model High Impact Teaching Strategies • Ensure accountability for all staff – improvement not change • Undertake classroom walkthroughs • Provide coaching to all staff through giving and receiving feedback • Be visible e.g. PLC meetings • Facilitate challenging conversations through modelling high expectations • Co-ordinate Professional Learning to meet staff needs and whole school data analysis • Model an inquiry mindset to all staff • Conduct monthly 'check in' meetings with teaching staff to monitor the progress of student achievement <p>Teachers will...</p> <ul style="list-style-type: none"> • Engage, attend and implement professional learning knowledge to improve practice • Give and receive feedback through Peer to Peer Observations • Implement whole school curriculum approaches • Differentiate and personalise learning for all students • Identify and reflect on High Impact Teaching Strategies • Articulate where all students are and their next steps in learning through monthly check in accountability meetings and weekly PLC meetings

	<ul style="list-style-type: none"> • Build data literacy skills to analyse cohort, class and individual data to inform planning • Report to students and parents regularly through Sentral and school wide agreed App; Seesaw • Cater for all students as the 'whole child' • Set high expectations for self and students • Use a variety of assessment data sets (formal and informal) throughout the year and will be documented in PLT minutes • Document student learning data discussions, teaching and learning ideas and strategies in PLT minutes with the aim to reduce in-school variance • Upload previous weeks teaching and learning program on Sentral <p>Students will...</p> <ul style="list-style-type: none"> • Own their own learning • Co-develop and monitor learning goals • Provide feedback and self-reflect on their learning • Participate in 3 way conferences each semester 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Attend PLC meetings weekly to facilitate data led discussions.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$118,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Our SWAN/EAL coordinator will attend weekly PLT meetings to provide detailed and continuous student learning outcome information to both staff and Intervention teachers in reference to the identified SWAN and EAL students requiring intervention.	PLC Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$400,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Coach and/or mentor staff on a needs basis in High Impact Teaching Strategies as identified by DET's current priority improvement areas, through (but not limited to) giving and receiving of feedback, facilitating challenging conversations, modelling high expectations, maintaining an Inquiry Mindset etc...	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Conduct Classroom Walkthroughs across all teaching and learning areas. Report back to weekly Executive meetings for further discussion.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Conduct monthly 'check in' meetings with teaching staff to monitor the progress of student achievement	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$60,000.00 <input type="checkbox"/> Equity funding will be used
Co-ordinate Professional Learning to meet staff needs and whole school data analysis as required and at point of need for staff	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$60,000.00 <input type="checkbox"/> Equity funding will be used
Staff will engage, attend and implement professional learning knowledge to improve practice	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used
Staff will give and receive feedback through Peer to Peer Observations as well as identify and reflect on High Impact Teaching Strategies	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Staff will implement whole school curriculum approaches to differentiate and personalise learning for all students	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used
Staff will articulate where all students are and their next steps in learning through monthly check in accountability meetings and weekly PLC meetings while building their data literacy skills to analyse cohort, class and individual data to inform planning (whole child). Document student learning data discussions, teaching and learning ideas and strategies in PLT minutes with the aim to reduce in-school variance	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
Staff will report to students and parents regularly through Sentral and school wide agreed App; Seesaw, facilitate 3 way conferences each semester and set high expectations for students as well as themselves	Teacher(s)	<input type="checkbox"/> No	from: Term 3 to: Term 4	\$109,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Staff will use a variety of assessment data sets (formal and informal) throughout the year and will be documented in PLT minutes and in accordance with whole school assessment schedule	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used
Staff will use and provide feedback on the school wide agreed yearly overviews that are linked directly to the Victorian Curriculum documents	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used
LS will coach and/or mentor staff on a needs basis in High Impact Teaching Strategies as identified by DET's current priority improvement areas, through (but not limited to) giving and receiving of feedback, facilitating challenging conversations, modelling high expectations, maintaining an Inquiry Mindset etc...	Learning Specialist(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$77,000.00 <input checked="" type="checkbox"/> Equity funding will be used
LS will conduct Classroom Walkthroughs across all teaching and learning areas. Report back to English and Mathematics Executive leaders for further discussion.	Learning Specialist(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used
LS will co-ordinate Professional Learning to meet staff needs and whole school data analysis as required and at point of need for staff	Learning Specialist(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$77,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	Engagement: Create a climate where each student feels purposeful and successful and actively participates in their learning.
12 month target 2.1	<ul style="list-style-type: none"> Continue to improve Attendance patterns moving towards the state average. Engagement and Wellbeing Teams to collaborate more closely in building school pride, student voice, agency and leadership. <p>- Continue to move towards targets outlined in the Student, Staff and Parent Surveys.</p>
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	If we build School Pride and embed student voice, agency and leadership then we will create a culture where students have a sense of belonging, feel empowered and are confident learners.

<p>Actions</p>	<p>We will implement this work by:</p> <p>1. Student Voice:</p> <ul style="list-style-type: none"> - Expose all students to student voice, agency and leadership. - Weekly meetings with Student Executive leadership group - Once per term meetings with all leaders and class captain representatives - Collaborate with Hampton Park Secondary students on a joint project for one term - Provide leadership opportunities for students in public speaking through Toastmasters International - Professional Learning Opportunities for student leaders - Work on an AIP goal each term through an inquiry challenge <p>2. School Pride:</p> <ul style="list-style-type: none"> - The Engagement and Wellbeing Team to organise termly events as per events calendar - Engagement & Wellbeing to work in teams each term to plan and organise events - Community partnerships continued with parents and families, Women's Friendship Cafe, Chisholm, local primary schools, early learning centres and Secondary Schools. - Establish a teacher and student leaders for each house colour, responsible for running house meetings and leading house teams in school events - Launch new house colours school wide, develop mascots and team slogans etc. - Establish protocols for house points. <p>3. Attendance:</p> <ul style="list-style-type: none"> - Attendance plans completed for students that have 5 or more unexplained absences - Attendance plans completed for all other students that a teacher feels requires an Attendance Plan - A whole school reward system for encouraging regular attendance - PLC teams to establish their own reward structure for classes <p>4. Professional learning as required for staff throughout the year.</p>
<p>Evidence of impact</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> - implement a whole school reward system for attendance per term - facilitate and support teachers, students and community to follow attendance protocol - newsletter and assembly items to promote positive attendance and community partnerships - facilitate teachers, students and community to collaboratively form a whole school approach to school pride - oversee the planning, organisation and required documentation of school events through SIT - actively support and promote community partnerships

	<p>- Scaffold Professional learning of Student Voice</p> <p>Teachers will:</p> <ul style="list-style-type: none"> - follow and support the school attendance protocol by ensuring Attendance Plans are kept up to date and support families in reporting absences - Implement reward systems within their PLCs for positive attendance - actively participate and encourage students to support school events in their house colours - work collaboratively in their house team with their house leaders (students & teachers) to plan events - promote positive learning environments to create passion and excitement for learning - document consistent communication with parents in regards to school events, learning outcomes and positive incidents verbally face to face, over the phone, using Sentral or Seesaw. - Support class captains and student leadership <p>Students will:</p> <ul style="list-style-type: none"> - build their capacity in leadership and their confidence in learning - utilise professional development opportunities to share the leadership knowledge and expertise with their peers - work collaboratively with community stakeholders - follow and support the school attendance protocol - actively participate in school events in their house colours - have opportunities as school leaders to assist in running and organising school events - create a link with home to share a love of learning <p>All of our evidence will be measured by school data sets: Attitudes to School, Staff Opinion & Parent Opinion Surveys.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Staff will engage, attend and implement professional learning knowledge to support the development of School Pride.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used
Weekly Meetings with Student Voice Executive & term meetings with all student leaders including class representatives.	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Organise professional learning for Student Voice Executive, potential student leaders & selected staff member/s, including off site and Toastmasters.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used
Events: All required activity approvals, purchase orders and School Council permissions are finalised by required dates for events to run.	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used
House Colour Launch as a community event. (Meet and Greet in Term 1) Launch will include the unveiling of mascots, points system and protocols, colours, polo shirts, hats and all other associated merchandise.	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Attendance plans checked and monitored each term.	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	Wellbeing: Provide a safe and caring school community environment that promotes social and emotional health and wellbeing.
12 month target 3.1	Move towards the 2019 targets. Engagement and Wellbeing Teams to collaborate more closely in building school pride, social ties, acceptance, care and support.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	If we build strong relationships between students, staff and community, then we will embed a culture of strong social ties and they will feel acceptance, care and support from others. They will feel they are truly part of a school community.
Actions	We will implement this work by: 1. Social and Emotional Learning: - Resilience Project and Resilience Rights and Respectful Relationships curriculum will be delivered in every classroom - Sex and Health Education for Year 5 and 6 students - School social worker will deliver services to students and families as identified in PLC meetings and SEL. - Continue to build community partnerships to enhance and compliment our SEL and breakfast club - Lego Club delivered to targeted cohorts by trained Educational Support

	<ul style="list-style-type: none"> - Breakfast Club will continue to deliver nutritious breakfasts and build relationships - Explore School Wide Positive Behaviour- review our current Behaviour Management Process <p>2. Transition:</p> <ul style="list-style-type: none"> - STAR sessions offered in term 3 & 4 - Formal whole school transition and at point of need through out the year organised by Wellbeing team - 6/7 transition for students moving to secondary <p>3. Professional learning as required for staff throughout the year.</p>			
Evidence of impact	<p>Leaders will:</p> <ul style="list-style-type: none"> - facilitate and oversee the implementation of SEL in classrooms. - coordinate and support the Wellbeing and Engagement SIT groups - organise for Sex Health Education to occur in Years 5&6 - deliver a social work service - liaise with community partners to implement various programs - oversee Lego club and breakfast club - will coordinate the whole school transition team and facilitate 6/7 transition and Foundation transition - Review Behaviour Management <p>Teachers will:</p> <ul style="list-style-type: none"> - implement SEL in classrooms - actively participate and attend SIT groups - liaise with leaders to understand, unpack initiatives - identify students that will benefit from social work services - teachers will participate in breakfast club to continue building relationships - participate in transition meetings and facilitate transition within their own cohort - Participate in Behaviour management review <p>Students will:</p> <ul style="list-style-type: none"> - receive and participate in social and emotional learning that enhances their wellbeing and social competencies - Student Voice Executive will complete a change project related to Wellbeing - Participate in Behaviour management rview 			
Activities and Milestones	Who	Is this a Professional	When	Budget

		Learning Priority		
Staff will engage, attend and implement professional learning knowledge to support the teaching of the SEL in all classrooms.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used
Leader will organise an approved agency to facilitate Sex and health education for all Grade 5/6 Students, this will complement and enhance SEL	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Evidence based Lego Club will operate across the school year to enhance SEL and working with "at Risk" cohort- ES staff have been trained and will therefore facilitate.	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Breakfast Club will continue to run every morning, engaging and building relationships with our students. Links are established with Food Bank and Bakers Delight, into 2018 links will be established with Eat Up Australia.	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Transition to be facilitated throughout the year (as needs basis, STAR and for 6/7 transition will be organised.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

River Gum Primary School (5130)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Co-ordinate Professional Learning to meet staff needs and whole school data	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> On-site

analysis as required and at point of need for staff			<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants Lisa Keskinen - Reading Workshops	
Staff will engage, attend and implement professional learning knowledge to improve practice	Teacher(s)	from: Term 1 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"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Staff will articulate where all students are and their next steps in learning through monthly check in accountability meetings and weekly PLC meetings while building their data literacy skills to analyse cohort, class and individual data to inform planning (whole child). Document student learning data discussions, teaching	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site

and learning ideas and strategies in PLT minutes with the aim to reduce in-school variance						
Staff will use and provide feedback on the school wide agreed yearly overviews that are linked directly to the Victorian Curriculum documents	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<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"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Staff will engage, attend and implement professional learning knowledge to support the development of School Pride.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Organise professional learning for Student Voice Executive, potential student leaders & selected staff member/s, including off site and Toastmasters.	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> Off-site Youth Leadership Conference and Toastmasters International
Staff will engage, attend and implement professional learning knowledge to support the teaching of the SEL in all classrooms.	All Staff	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"/> PLC/PLT Meeting	<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

[FISO continua traffic light 2017.pdf \(2.71 MB\)](#)
[Term 3 2017 Achievement reflection.docx \(0.02 MB\)](#)

Dimension 2

[2017 PD Schedule Term 3.pdf \(0.61 MB\)](#)
[Yearly Overview - YEAR 1.pdf \(0.3 MB\)](#)

Dimension 3

[Common Misunderstandings Whole Data - Data.pdf \(0.42 MB\)](#)
[FINAL Instructional Model.pdf \(0.36 MB\)](#)
[Inquiry Challenge Overview - Module 3 Prep.docx.pdf \(0.16 MB\)](#)

Dimension 4

[Common Misunderstandings Whole Data - Data.pdf \(0.42 MB\)](#)
[Inquiry Challenge Overview - Module 3 Prep.docx.pdf \(0.16 MB\)](#)

Dimension 9

[FISOengagementreviewp1.JPG \(0.85 MB\)](#)
[FISOengagementreviewp2.JPG \(1.25 MB\)](#)
[Term 3 2017 Engagement and Wellbeing reflection.docx \(0.02 MB\)](#)

Self-evaluation Summary

[AIP 2017.pdf \(0.53 MB\)](#)
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