

2018 Annual Implementation Plan

for improving student outcomes

Flowerdale Primary School (3098)

Flowerdale Primary School

"Small schools are great schools"



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Flowerdale Primary School (3098)

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

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

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

Enter your reflective comments	<p>Areas to strengthen are school connectedness and student engagement in learning. The continuation and reinforcement of the Positive Behaviour Strategies and clear consequences are needed to overcome the students' perception of feeling unsafe and disconnected from school. Building teacher capacity to provide engaging activities related to student interest and needs is an ongoing process. A clear structure for daily learning activities and a reduction in activities and events that detract from a class focus on explicit teaching in English and Mathematics is important. Social Skills teaching and modelling of positive behaviours needs to continue to make expectations clear for all students.</p>
Considerations for 2019	<p>Continue to strengthen positive engagement of students, families and the broader community. Consolidate the use of Positive School wide behaviours and gain support from consultants Build teacher capacity in the use of High Impact Teaching strategies. Continue to strengthen the use of data analysis and targeted teaching methods to move students along the learning continuum develop clear guidelines for teaching practice in Literacy and numeracy Provide regular targeted opportunities for classroom observations in line with the goals of the AIP</p>

	Provide further opportunities for students to have a voice in decision making and their own learning.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Flowerdale Primary School (3098)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
Improve student learning outcomes for all students in English and Mathematics	<p>Reading: To achieve 30% of students above the expected level by 2020 and a demonstrated improvement trend on three-year aggregation of data.</p> <p>Writing: To achieve 25% of students above the expected level by 2020 and a demonstrated improvement trend on three-year aggregation of data.</p> <p>Numeracy: To achieve 25% of students above the expected level in Mathematics (Number) by 2020 and a demonstrated improvement trend on three-year aggregation of data.</p>	Yes	<p>Teacher Judgement Victorian Curriculum Reading; 80% of students to achieve at least 12 months learning growth and 20% of students to be above expected level by the end of 2018.</p> <p>Writing; 80% of students to achieve at least 12 months growth in Writing and 20% of students above expected level in 2018</p> <p>To achieve 20% of Yr 3 and Yr 5 students performing in the top two bands in Reading and Writing NAPLAN</p>	Building practice excellence

	<p>NAPLAN</p> <p>Reading and Writing:</p> <ul style="list-style-type: none"> • To achieve 33% of students gaining high growth demonstrated by the year 5 NAPLAN data by 2020 and a demonstrated improvement trend on three-year aggregation of data. • To achieve 33% of Yr. 3 and Yr 5 students performing in the top two bands in NAPLAN reading and writing by 2020 and a demonstrated improvement trend on three-year aggregation of data. • Numeracy • To improve the percentage of students achieving high growth demonstrated by the year 5 NAPLAN to 33% and a demonstrated improvement trend on three-year aggregation of data. <p>To achieve 33% of students performing in the top two bands in NAPLAN Number by 2020 and a demonstrated improvement trend on three-year</p>		<p>Reading and Writing:</p> <ul style="list-style-type: none"> • To achieve 20% of students gaining high growth demonstrated by the year 5 NAPLAN data by 2018 • To achieve 20% of students performing in the top two bands in NAPLAN reading and writing by 2018 	
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	<p>aggregation of data. Student survey data To improve effective Teacher time from 63% in 2017 to 80% in 2021 To improve differentiated and challenging learning from 67% in 2017 to 80% in 2021 Staff Survey Data To improve Collective efficacy from 46.9% in 2017 to 80% in 2021 To improve Focus on Academic Emphasis from 46.9% in 2017 to 80% in 2021</p>			
<p>Student Engagement and Well being Provide a high quality learning environment which engages all students in their learning.</p>	<ul style="list-style-type: none"> • Attendance: For attendance across P to 6 to be less than 15 days per fulltime equivalent enrolment per annum. • Students Attitudes to School Survey: • To obtain a 80% positive approval score for Stimulating Learning Environment (2017 benchmark 50%) • To obtain an 80% positive approval score for Learning Confidence (2017 Benchmark 69%) • Overall student connectedness to school 	<p>Yes</p>	<p>To obtain 70% positive approval score for stimulating learning environment To obtain 75% positive approval score for learning confidence. To obtain 60% positive approval score for school connectedness To obtain 75% score in School pride and confidence in the parent opinion Survey To obtain 70% score in Trust in Students and Parents in the staff opinion survey.</p>	<p>Empowering students and building school pride</p>

	<p>expressed in the school supplementary report to be at or above 80% (2017 benchmark 50%)</p> <ul style="list-style-type: none"> • Managing bullying to improve from 42% in 2017 to 70% in 2021 • Parent Opinion Survey School Pride and Confidence to improve from 64% in 2017 to 80% in 2021 • Staff Opinion Survey • To improve Trust in Students and Parents from 50% in 2017 to 80% in 2021 • 			
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<p>Improvement Initiatives Rationale</p>
<p>Achievement Rational : At Flowerdale Primary School many students come into school with low levels of oral language and take longer to acquire literacy skills because of this deficit. A focus on carefully planned skills teaching in literacy using regular data analysis is important to move the students forward to improve literacy outcomes for all students from Year F-6.</p> <p>A consistent teaching structure and model in Literacy is a way to strengthen teacher capacity and to make a familiar structure for students to follow and build upon as they progress through the school. The use of timely feedback and goal setting for students based on school data is one of the HITS strategies and research has shown it has a marked impact on improving student outcomes.</p> <p>Student Engagement and Well-Being Rational: Data from student and parent surveys and teacher observations indicate that poor behaviour is impacting upon student learning at Flowerdale Primary School. The continuation of embedding Positive School Wide Behaviours is important to improve student well-being and to improve the perception of the parents and broader</p>

community.

Goal 1	Improve student learning outcomes for all students in English and Mathematics
12 month target 1.1	<p>Teacher Judgement Victorian Curriculum Reading; 80% of students to achieve at least 12 months learning growth and 20% of students to be above expected level by the end of 2018. Writing; 80% of students to achieve at least 12 months growth in Writing and 20% of students above expected level in 2018 To achieve 20% of Yr 3 and Yr 5 students performing in the top two bands in Reading and Writing NAPLAN Reading and Writing:</p> <ul style="list-style-type: none"> • To achieve 20% of students gaining high growth demonstrated by the year 5 NAPLAN data by 2018 • To achieve 20% of students performing in the top two bands in NAPLAN reading and writing by 2018
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	<p>Build the capacity of all staff to use evidence-based targeted teaching across the school.</p> <ul style="list-style-type: none"> • Data used to inform all planning for student learning and teach to point of need in English and Mathematics. • Develop a whole school approach to reading • Implement a system of observation and feedback
KIS 2	<p>Create, document and consistently implement agreed pedagogical practices and processes. Embed shared learning intentions, success criteria and structured lessons for Literacy and numeracy using agreed models Principal to review planning documents and complete classroom walks, coaching and feedback</p>
KIS 3	<p>Develop and implement a plan to ensure all teachers have the capability to utilise HITS to improve teaching and learning PLT's will focus on implementing high impact teaching strategies Peer observations and feedback will focus on specific strategies such as student feedback</p>
Goal 2	Student Engagement and Well being

	Provide a high quality learning environment which engages all students in their learning.
12 month target 2.1	To obtain 70% positive approval score for stimulating learning environment To obtain 75% positive approval score for learning confidence. To obtain 60% positive approval score for school connectedness To obtain 75% score in School pride and confidence in the parent opinion Survey To obtain 70% score in Trust in Students and Parents in the staff opinion survey.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Embed the School Wide Positive Behaviour Program in line with the school values of Personal Best, Respect, Compassion, Team Work and Bouncing Back. Revise SWPBS Matrix with students at the start of the 2018 School year Weekly sessions using the Bounce Back program and SWPBS
KIS 2	Develop a school culture, which values attendance and high expectations. Continue rewards and certificates to celebrate regular attendance Develop ELP's for attendance with students with frequent absences Teachers to inculcate high expectations in students through feedback and goal setting
KIS 3	Promote the use of student voice in curriculum planning and school leadership. SRC and school Leaders develop and implement learning and social opportunities for students Students regularly provide feedback to teachers about how they learn best and feedback loops monitor students' understanding

Define Evidence of Impact and Activities and Milestones - 2018

Flowerdale Primary School (3098)

Goal 1	Improve student learning outcomes for all students in English and Mathematics
12 month target 1.1	Teacher Judgement Victorian Curriculum

	<p>Reading; 80% of students to achieve at least 12 months learning growth and 20% of students to be above expected level by the end of 2018.</p> <p>Writing; 80% of students to achieve at least 12 months growth in Writing and 20% of students above expected level in 2018</p> <p>To achieve 20% of Yr 3 and Yr 5 students performing in the top two bands in Reading and Writing NAPLAN</p> <p>Reading and Writing:</p> <ul style="list-style-type: none"> To achieve 20% of students gaining high growth demonstrated by the year 5 NAPLAN data by 2018 To achieve 20% of students performing in the top two bands in NAPLAN reading and writing by 2018 			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	<p>Build the capacity of all staff to use evidence-based targeted teaching across the school.</p> <ul style="list-style-type: none"> Data used to inform all planning for student learning and teach to point of need in English and Mathematics. Develop a whole school approach to reading Implement a system of observation and feedback 			
Actions	<p>Staff training for ALL staff in the use of Accelerus and data analysis</p> <p>Revise Whole School Assessment Schedule for English and Mathematics, including PAT</p> <p>Create a document with the teaching team to clearly outline the resources, tools, strategies that will be used for Reading and Writing in the classrooms in line with HITS and Literacy Portal</p> <p>Facilitate a schedule of observation and feedback to observe agreed teaching practices to enhance student engagement in Literacy</p> <p>Principal to model observation and feedback in the classrooms and document</p> <p>Provide time for teachers to observe and give feedback to one another and to document and report on progress</p> <p>Classroom observations are to look at guided reading, reciprocal teaching and literacy rotations</p>			
Evidence of impact	<p>Accelerus Data kept regularly up to date and reviewed in PLT's to drive targeted teaching</p> <p>Triangulation of data used to review student achievement and check against teacher judgements</p> <p>Reading and writing model embedded in both classrooms and documented in Curriculum folder</p> <p>Shift in teacher capacity evident through records of observations and students achievement against targets</p> <p>Students move along the Fontas and Pinnel continuum in line with teacher targets</p> <p>Develop teacher strategies as a result of classroom observations</p> <p>Improved student outcomes against collected data</p>			
Activities and Milestones	Who	Is this a Professional Learning	When	Budget

		Priority		
<p>Teachers participate in observation and feedback rotations on a regular basis</p> <p>Principal to attend Literacy leader training</p> <p>Assessment and reporting leader to train staff and follow up data collation with the Principal</p> <p>Principal to review classroom programs fortnightly and participate in Literacy rotations as a coach and observer</p> <p>All staff review data as part of regular planning sessions in PLT's</p> <p>Teachers and principal attend PD "improving student outcomes in reading" in May</p>	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used

Goal 1	Improve student learning outcomes for all students in English and Mathematics
12 month target 1.1	<p>Teacher Judgement Victorian Curriculum</p> <p>Reading; 80% of students to achieve at least 12 months learning growth and 20% of students to be above expected level by the end of 2018.</p> <p>Writing; 80% of students to achieve at least 12 months growth in Writing and 20% of students above expected level in 2018</p> <p>To achieve 20% of Yr 3 and Yr 5 students performing in the top two bands in Reading and Writing</p> <p>NAPLAN</p> <p>Reading and Writing:</p> <ul style="list-style-type: none"> To achieve 20% of students gaining high growth demonstrated by the year 5 NAPLAN data by 2018 To achieve 20% of students performing in the top two bands in NAPLAN reading and writing by 2018
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	<p>Create, document and consistently implement agreed pedagogical practices and processes.</p> <p>Embed shared learning intentions, success criteria and structured lessons for Literacy and numeracy using agreed models</p> <p>Principal to review planning documents and complete classroom walks, coaching and feedback</p>
Actions	Provide staff with planning days and regular opportunities to work together to promote consistency across planning and documentation.

	<p>Review teaching and learning model to include specific format for teaching Reading, Writing and Mathematics Implement the use of Letters and Sounds for students F-Year 4 and include timetabled sessions for phonemic awareness, phonics, spelling and vocabulary development. School visits and training in working with students on the Autism spectrum, ADHD, ODD to assist in developing agreed protocols for working with PSD students Modified classroom programs for students with high needs to be built into the daily classroom structure Class teacher to meet daily with Education Support Staff before school to set tasks for the day and to ensure continuity of practice. Classroom documents reviewed and signed by principal fortnightly Timetable sessions for Principal to model agreed classroom practices</p>			
Evidence of impact	<p>School Wide model for Literacy Structure completed and implemented in classrooms (evidenced during classroom walk throughs) Clear plans, goals and targets set for PSD students documented Improved classroom management of PSD students Clear communication between ESO and classroom teacher leads to improved academic achievements for PSD students Explicit planning and documentation followed up in classroom teaching groups Improved student learning in literacy and numeracy as evidenced through data (Accelerus)</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Visit St Albans Special School to observe classroom structure for students with special needs and review application to F-2 classroom</p> <p>All PSD students to have twice termly PSD meetings with achievable goals and targets</p> <p>Students achieve learning goals and targets in 5 week blocks</p> <p>Regular morning meetings with ESO staff</p> <p>Regular meetings with Literacy Intervention teacher to set shared goals with classroom teacher</p>	All Staff	<input checked="" type="checkbox"/> Yes	from: to:	<input checked="" type="checkbox"/> Equity funding will be used

Goal 1	Improve student learning outcomes for all students in English and Mathematics
12 month target 1.1	<p>Teacher Judgement Victorian Curriculum</p> <p>Reading; 80% of students to achieve at least 12 months learning growth and 20% of students to be above expected level by the end of 2018.</p> <p>Writing; 80% of students to achieve at least 12 months growth in Writing and 20% of students above expected level in 2018</p> <p>To achieve 20% of Yr 3 and Yr 5 students performing in the top two bands in Reading and Writing</p> <p>NAPLAN</p> <p>Reading and Writing:</p> <ul style="list-style-type: none"> • To achieve 20% of students gaining high growth demonstrated by the year 5 NAPLAN data by 2018 • To achieve 20% of students performing in the top two bands in NAPLAN reading and writing by 2018
FISO Initiative	Building practice excellence
Key Improvement Strategy 3	<p>Develop and implement a plan to ensure all teachers have the capability to utilise HITS to improve teaching and learning</p> <p>PLT's will focus on implementing high impact teaching strategies</p> <p>Peer observations and feedback will focus on specific strategies such as student feedback</p>
Actions	<p>Implement the use of Accelerus Data Tracking to improve the collection and review of student achievement data.</p> <p>Implement well defined and rigorous assessment approaches and diagnoses of student work.</p> <p>Provide feedback to students and encourage student voice through goal setting and self and peer reflection.</p> <p>Weekly PLT's to focus on High Impact teaching strategies</p> <p>Use the Victorian Education Department's Literacy and Numeracy portal and implement appropriate actions.</p> <p>Design an effective literacy block with a focus on explicit instruction and strong links between reading and writing.</p> <p>Use targeted classroom observations to review agreed practices in literacy and numeracy / act upon feedback from observations</p> <p>Principal to complete Literacy Leader training</p> <p>Whole School curriculum Day - Improving Reading Achievement - teaching as inquiry. May 2 / 2018</p>

Evidence of impact	Regular updates of data added to Accelerus Student goals and feedback evident in classrooms on displays and in student workbooks Planning documents include student goals and targets Students can work at their level in literacy and numeracy groups either independently or with teacher support Documented evidence of observations, feedback and reflections demonstrate a change in teaching practice			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Teaching staff to participate in teacher observations Implementing professional learning for Reading PD Implementing change upon	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used

Goal 2	Student Engagement and Well being Provide a high quality learning environment which engages all students in their learning.
12 month target 2.1	To obtain 70% positive approval score for stimulating learning environment To obtain 75% positive approval score for learning confidence. To obtain 60% positive approval score for school connectedness To obtain 75% score in School pride and confidence in the parent opinion Survey To obtain 70% score in Trust in Students and Parents in the staff opinion survey.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	Embed the School Wide Positive Behaviour Program in line with the school values of Personal Best, Respect, Compassion, Team Work and Bouncing Back. Revise SWPBS Matrix with students at the start of the 2018 School year Weekly sessions using the Bounce Back program and SWPBS
Actions	<ul style="list-style-type: none"> Revise School wide Positive Behaviour Matrix with students at the start of the 2018 School year Regular short teaching opportunities to become part of classroom culture One value a week to form part of a weekly emphasis across the school

	<ul style="list-style-type: none"> • School start up program to include skills teaching in team work and collaboration • Students to receive a ratio of 6:1 positive comments • Certificates, points and class rewards negotiated as classroom set up each year • Regular acknowledgement at school assemblies <p>Participate in Bullying No Way week Continue the Better Buddies monthly awards Student Representatives to work with the Principal to review results of school surveys, develop activities to support student inclusion and engagement Community group members and Chaplain to work with students in interest groups at lunchtimes Develop a well being team to include staff, parents and students (Twice a term) Morning tea with the principal to acknowledge positive behaviours Record incidents in incident Student participation in philanthropy</p>			
Evidence of impact	<p>Reduce records of playground incidents in incident books Marbles in the school wide behaviour jar / whole school reward Improved student survey results. Safety, Engagement, connectedness Improved parent survey results Students use the vocabulary of our positive school wide behaviour Students engaged in learning activities demonstrating improved team work and collaboration (Kids Matter surveys) Newsletter articles to inform parents of positive behaviours in line with School Matrix Values postcards to acknowledge positive behaviours Operation Christmas child boxes sent to developing countries</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Student videos acknowledging strategies to prevent bullying (Term 1) Digital license obtained for Year 3-6 students (term 2) Five week review of incident book and targeted teaching applied Parent and friends group to participate in activities in support of school values Well Being Team to report back to classes and the school at</p>	Wellbeing Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used

assemblies				
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Goal 2	Student Engagement and Well being Provide a high quality learning environment which engages all students in their learning.
12 month target 2.1	To obtain 70% positive approval score for stimulating learning environment To obtain 75% positive approval score for learning confidence. To obtain 60% positive approval score for school connectedness To obtain 75% score in School pride and confidence in the parent opinion Survey To obtain 70% score in Trust in Students and Parents in the staff opinion survey.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 2	Develop a school culture, which values attendance and high expectations. Continue rewards and certificates to celebrate regular attendance Develop ELP's for attendance with students with frequent absences Teachers to inculcate high expectations in students through feedback and goal setting
Actions	Celebrate attendance and participation through newsletter items / awards at assembly Continue with the Better Buddies program Work with parents and students to create an ELP around attendance Personal Best wall acknowledging exemplary student work Student attendance goals and feedback evident in classrooms After school sports program introduced Building school pride through singing school songs at assembly Participation in programs such as Boite, Kids Teaching Kids, Bluegrass Festival, Maths Olympiad PFA/staff to hold regular breakfast club Term 2 & 3 Monthly lunch club SRC snack shop each Wednesday
Evidence of impact	Increased attendance awards acknowledge improved percentages More students participating in extra curricula programs Student participation in community ceremonies and events such as ANZAC Day and Remembrance Day, Water Watch Portfolios demonstrate student growth over time and used as evidence and feedback

	Tally of students participation in Breakfast Club, Lunch Club etc. Parent participation in attendance meetings Attendance data from CASES demonstrates improved attendance rates			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Creation of well being team to include Chaplain, principal, parent, student representative. Team meets twice a term Chaplain to support families through discussion and provision of essential needs (uniforms, lunch boxes etc.) Principal and Business Manager to review attendance data Principal to call parents, send letters where necessary Involve student services and welfare officers if needed	Wellbeing Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used

Goal 2	Student Engagement and Well being Provide a high quality learning environment which engages all students in their learning.
12 month target 2.1	To obtain 70% positive approval score for stimulating learning environment To obtain 75% positive approval score for learning confidence. To obtain 60% positive approval score for school connectedness To obtain 75% score in School pride and confidence in the parent opinion Survey To obtain 70% score in Trust in Students and Parents in the staff opinion survey.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 3	Promote the use of student voice in curriculum planning and school leadership. SRC and school Leaders develop and implement learning and social opportunities for students Students regularly provide feedback to teachers about how they learn best and feedback loops monitor students' understanding
Actions	Student participation in Well Being Team Student voice in school newsletters

	SRC plan and implement activities once a term Classroom teachers develop strategies for students to give feedback such as Traffic Lights, Learning Logs, Exit tickets, See Saw on the I pads Teachers respond to student feedback through class group and individual discussions Teachers revisit, modify teaching strategies and goals in light of student feedback			
Evidence of impact	Well being team develop plans to improve student engagement as evidenced through minutes and student action Regular items input into newsletters by SRC, Student Well Being Team etc. Improved participation of students in goal setting and feedback Improved student surveys in learning confidence and school connectedness Specific learning goals and feedback in student learning logs regularly reviewed			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Student led activities once a term by SRC leaders Chaplain to work with leaders to develop leadership capabilities Principal to work with Well Being Team and ensure students have the time and ability to provide input into school activities Classroom teachers to review student feedback on specified tasks linked to the AIP		<input type="checkbox"/> No	from: to:	<input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Flowerdale Primary School (3098)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Teachers participate in observation and feedback rotations on a regular basis Principal to attend Literacy	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow	<input checked="" type="checkbox"/> Off-site Roxburgh Park

<p>leader training Assessment and reporting leader to train staff and follow up data collation with the Principal Principal to review classroom programs fortnightly and participate in Literacy rotations as a coach and observer All staff review data as part of regular planning sessions in PLT's Teachers and principal attend PD "improving student outcomes in reading" in May</p>			<p>including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs</p>	<p>Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</p>	<p>program/course <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Alison Davis presenter for PETAA</p>	<p>Primary School</p>
<p>Visit St Albans Special School to observe classroom structure for students with special needs and review application to F-2 classroom All PSD students to have twice termly PSD meetings with achievable goals and targets Students achieve learning goals and targets in 5 week blocks Regular morning meetings with ESO staff</p>	<p>All Staff</p>		<p><input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</p>	<p><input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</p>		<p><input checked="" type="checkbox"/> Off-site St Albans Special School</p>

Regular meetings with Literacy Intervention teacher to set shared goals with classroom teacher						
Teaching staff to participate in teacher observations Implementing professional learning for Reading PD Implementing change upon	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and 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"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site We will be attending a Professional Learning Day with PETA. improving Reading outcomes in May 2018
Student videos acknowledging strategies to prevent bullying (Term 1) Digital license obtained for Year 3-6 students (term 2) Five week review of incident book and targeted teaching applied Parent and friends group to participate in activities in support of school values Well Being Team to report back to classes and the school at assemblies	Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Creation of well being team to include Chaplain, principal,	Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning		<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

parent, student representative. Team meets twice a term Chaplain to support families through discussion and provision of essential needs (uniforms, lunch boxes etc.) Principal and Business Manager to review attendance data Principal to call parents, send letters where necessary Involve student services and welfare officers if needed			<input checked="" type="checkbox"/> Preparation			
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Documents that support the plan

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

Dimension 2

[2017 Integrated Inquiry Overview \(004\).docx \(0.02 MB\)](#)

[Finalised Integrated Planning Template FDPS.doc \(0.12 MB\)](#)

[Mathematics ASSESSMENT OVERVIEW.draft Aug..docx \(0.03 MB\)](#)

[maths planner.docx \(0.01 MB\)](#)

[reading planner.docx \(0.01 MB\)](#)

2018 Annual Implementation Plan

[Flowerdale School Strategic Plan 2018-2021 final 11.12.17.docx \(0.06 MB\)](#)