

2018 Annual Implementation Plan

for improving student outcomes

Park Orchards Primary School (4854)



Submitted for review by Georgina Daniel (School Principal) on 02 February, 2018 at 04:04 PM

Endorsed by Mark Flack (Senior Education Improvement Leader) on 09 February, 2018 at 03:11 PM

Endorsed by Melinda Frost (School Council President) on 23 February, 2018 at 04:27 PM

Self-evaluation Summary - 2018

Park Orchards Primary School (4854)

	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	Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	<p>Building Practice Excellence: Our school is moving in the right direction, many key improvement strategies have been introduced this year to improve student outcomes, for example, developing curriculum folders, consistent planners, using student data and collaborative planning. However, 2017 student yr 5 NAPLAN literacy results indicate high low growth especially in the area of writing. Staff survey data indicates that trust in colleagues and collective efficacy is lower than 2016. Student survey results indicate that stimulating learning and teacher concern are areas that can be focused on in 2018.</p> <p>Professional Learning: In the dimension of building practice excellence it states that effective schools are learning communities. In order to improve student outcomes, we must develop a culture of collaboration and collective responsibility to develop effective and consistent teaching practices. We know from Hattie's research that the quality of teaching is a key determinant of variation in student achievement. Therefore we must engage our teachers in contemporary high-quality professional learning. In 2018 we need to develop professional learning opportunities that are collaborative, inquiry focused, embedded in teaching practice and aligned with AIP areas for school improvement and our teachers' individual learning needs. We will continue embedding the work we have done this year with using student outcome data to evaluate the</p>
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	impact of professional learning on teaching practice and student achievement. We will also continue building a Professional Learning Community within our school and with our FISO schools to build capacity and focus on reflective learning.
Considerations for 2019	<p>Building teacher capacity:</p> <ul style="list-style-type: none"> • continue maintaining a strong focus on learning and teaching- focus on HITS and Hattie's research on effective teaching practices • continue developing peer observation program to support teachers learning from good practice and engaging in collegiate discussions • informative induction program for new staff or returning staff • developing collaborative teams and restructuring and widening the leadership model to incorporate a School Improvement Team and School Action Team • continue engaging in internal and external professional learning opportunities, such Bastow Leading Literacy and Coaching Courses • use of professional practice days so that they clearly are aligned to AIP and SSP goals <p>Student Engagement/ Empowering students and Building School Pride:</p> <ul style="list-style-type: none"> • building teacher capacity of teachers to enhance active student engagement in their learning eg. ensuring student voice and interests are considered
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Park Orchards Primary School (4854)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
			Outline what you want achieve in the next 12 months against your Strategic Plan target.	

To build practice excellence across the school to maximise the learning growth for every student

NAPLAN: Increase the percentage of Year 3 and 5 students in the top two bands in NAPLAN

2017-2020 Yr 3 and Yr 5 NAPLAN Targets

	Year 3 Band 5+		Year 5 Band 7+	
	13-16	17-20	13-16	17-20
Reading	62%	68%	47%	52%
Writing	82%	87%	36%	42%
Number	55%	60%	40%	45%

NAPLAN: Increase the relative growth, in all domains, especially in the high band and decrease the percentage of students achieving low relative growth

2017-2020 NAPLAN Yr 3 - 5 Growth Targets

	Low		High	
	13-16	17-20	13-16	17-20
Reading	20%	20%	26%	30%
Writing	26%	20%	35%	35%
Number	17%	20%	31%	31%

Teacher Judgements: Increase the percentage of students achieving A and B in teacher assessments from the 2013-2016 averages in reading, writing and number

Vic Curriculum 2017- 2020 A- B Targets

	A - B
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Yes

Related 12mth targets
The percentage of Yr 3 students 5+ for NAPLAN will increase from:

Reading: 72% in 2017 to 75% in 2018
Writing: 84% in 2017 to 87% in 2018
Number: 68% in 2017 to 71% in 2018

The percentage of Yr 5 students 7+ for NAPLAN will increase from:

Reading: 43% in 2017 to 46% in 2018
Writing: 9% in 2017 to 43% in 2018
Number: 36% in 2017 to 39% in 2018

The percentage of Yr 5 relative growth, will increase in achieving high growth and decrease achieving low growth:

Reading:
Low: 2017 (32.5%), 2018 (20%)
High: 2017 (25%), 2018 (28%)

Writing:
Low: 2017 (47.5%),

Building practice excellence

	<table border="1" data-bbox="584 196 987 392"> <tr> <td></td> <td>13-16</td> <td>17-20</td> </tr> <tr> <td>Reading</td> <td>46%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>40%</td> </tr> <tr> <td>Number</td> <td>30%</td> <td>40%</td> </tr> </table> <p>Attitudes to School Survey (AtSS) Increase AtSS mean factor scores for:</p> <ul style="list-style-type: none"> • Stimulating learning from the 2013-2016 mean factor average of 4.06 to or 4.12 above for 2017-2020 • Teacher Effectiveness from the 2013-2016 mean factor average of 4.41 to 4.56 or above for 2017-2020 <p>Staff Survey (School Climate module) Increase mean factor scores for:</p> <ul style="list-style-type: none"> • Teacher Collaboration from the 2014-2016 percentage average of 65% to 72% or above for 2017-2020 • Academic Emphasis from the 2014-2016 percentage average of 76% to 82% or above for 2017-2020 • Guaranteed and Viable Curriculum from the 2013-2016 percentage average of 79% to 85% or above for 2017-2020 		13-16	17-20	Reading	46%	50%	Writing	28%	40%	Number	30%	40%		<p>2018 (20%) High: 2017 (10%), 2018 (30%)</p> <p>Number: Low: 2017 (15%), 2018 (20%) High: 2017 (27.5%), 2018 (30%)</p> <p>The percentage of students achieving A and B in semester 2 teacher assessments will increase: Reading (57%) in 2017 to (59%) in 2018 Writing (35%) in 2017 to (37%) in 2018 Number (43%) in 2017 to (45%) in 2018</p>	
	13-16	17-20														
Reading	46%	50%														
Writing	28%	40%														
Number	30%	40%														
<p>To create a climate that empowers students to actively engage in their learning</p>	<p>Attitudes to School Survey (AtSS) Increase AtSS mean factor scores for:</p>	<p>Yes</p>	<p>Attitudes to School Survey Increase AtSS mean factor scores for: Teacher Concern</p>	<p>Empowering students and building school pride</p>												

	<ul style="list-style-type: none"> • Teacher Empathy from the 2013- 2016 mean factor score average of 4.45 to 4.5 or above for 2017-2020 • Classroom Behaviour from the 2013-2016 mean factor score average of 3.41 to or 3.5 above for 2017- 2020 • Stimulating learning from the 2013-2016 mean factor score average of 4.06 to or 4.12 above for 2017-2020 <p>Parent Survey Increase Parent Survey mean factor scores for:</p> <ul style="list-style-type: none"> • Learning Focus from the 2014-2016 mean factor score average of 5.73 to 5.80 or above for 2017 – 2020 • Student Motivation from the 2014-2016 mean factor score average of 5.61 to 5.7 or above for 2017 - 2020 • Stimulating Learning from the 2014-2016 mean factor score average of 5.81 to 5.90 or above for 2017- 2020 • Classroom Behaviour from the 2014-2016 mean factor score average of 4.21 to 4.30 or above for 2017 - 2020 <p>Staff Survey (Teaching and Learning module) Increase mean factor scores for:</p> <ul style="list-style-type: none"> • Setting Objectives and Providing Feedback from the Primary School Region 2015- 2016 mean score average of 84 to 86 or above for 2017-2020 		<p>(Teacher Empathy) from 58% agree in 2017 to 70% or above agree in 2018 Classroom Behaviour from 75% agree in 2017 to 85% agree in 2018 Stimulating learning from 68% agree in 2017 to 75% in 2018</p> <p>Parent Survey Increase Parent Survey mean factor scores for: Student Motivation from 70% agree in 2017 to 80% agree in 2018 Stimulating Learning from 89% agree in 2017 to 92% agree in 2018 Effective Teaching from 82% agree in 2017 to 85% agree in 2018</p> <p>Staff Survey Increase mean factor scores for: Academic Emphasis from 63.8% endorsement in 2017 to 85% endorsement in 2018</p>	
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To continue developing the positive approaches conducted by the school to support student wellbeing	See targets from student engagement.	No		
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Improvement Initiatives Rationale
<p>FISO High Impact Improvement initiatives selected for 2018: Building Practice Excellence and Empowering Students and Building School Pride</p> <p>All 2017 AIP yr 3 NAPLAN targets were met. None of the 2017 AIP yr 5 NAPLAN targets were met, specifically the percentage of students achieving Bands 7+ for reading, writing and number. Of note, in the area of writing, the results highlighted that 47.5% of yr 5 students made low growth between yrs 3-5 and only 10% of students made high growth. 2017 Student Attitude to School Survey results indicated that whilst our yr 4-6 students have high expectations for success (92%), have a very positive attitude to attending school (89%) and are confident learners (80%), they do not believe that their learning is as stimulating as it could be (68%), that there is enough effective teaching time (72%) and there are enough differentiated learning challenges (78%). Parent survey results indicated that 91% believe teachers and the school have high expectations for success and their children are provided with a stimulating learning environment (89%) and area that could be a focus is effective teaching and specifically, teachers providing useful feedback and respond to individual learning needs (66%). Staff survey data indicate that work around teacher collaboration and developing trust in colleagues is required.</p> <p>Barriers to improved student performance:</p> <ul style="list-style-type: none"> - variation between year levels of classroom practice and use of High Impact Teaching Strategies, for example, learning intentions and success criteria, differentiation of tasks and using data to assess student needs - team planning –the alignment between curriculum, pedagogy, and student outcomes continues to be an area for improvement and teacher trust and collaboration - variation in teacher understanding of how to extend students and differentiate learning tasks - understanding of and using data to cater to individual learning needs

Goal 1	To build practice excellence across the school to maximise the learning growth for every student
12 month target 1.1	<p>Related 12mth targets</p> <p>The percentage of Yr 3 students 5+ for NAPLAN will increase from:</p> <p>Reading: 72% in 2017 to 75% in 2018 Writing: 84% in 2017 to 87% in 2018 Number: 68% in 2017 to 71% in 2018</p> <p>The percentage of Yr 5 students 7+ for NAPLAN will increase from:</p> <p>Reading: 43% in 2017 to 46% in 2018 Writing: 9% in 2017 to 43% in 2018</p>

	<p>Number: 36% in 2017 to 39% in 2018</p> <p>The percentage of Yr 5 relative growth, will increase in achieving high growth and decrease achieving low growth:</p> <p>Reading: Low: 2017 (32.5%), 2018 (20%) High: 2017 (25%), 2018 (28%)</p> <p>Writing: Low: 2017 (47.5%), 2018 (20%) High: 2017 (10%), 2018 (30%)</p> <p>Number: Low: 2017 (15%), 2018 (20%) High: 2017 (27.5%), 2018 (30%)</p> <p>The percentage of students achieving A and B in semester 2 teacher assessments will increase: Reading (57%) in 2017 to (59%) in 2018 Writing (35%) in 2017 to (37%) in 2018 Number (43%) in 2017 to (45%) in 2018</p>
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Refine and embed the agreed reading and writing instructional model across the school
KIS 2	Build teacher capacity to effectively assess and use evidence to teach students reading and writing at their point of need

Goal 2	To create a climate that empowers students to actively engage in their learning
12 month target 2.1	<p>Attitudes to School Survey Increase AtSS mean factor scores for: Teacher Concern (Teacher Empathy) from 58% agree in 2017 to 70% or above agree in 2018 Classroom Behaviour from 75% agree in 2017 to 85% agree in 2018 Stimulating learning from 68% agree in 2017 to 75% in 2018</p>

	<p>Parent Survey Increase Parent Survey mean factor scores for: Student Motivation from 70% agree in 2017 to 80% agree in 2018 Stimulating Learning from 89% agree in 2017 to 92% agree in 2018 Effective Teaching from 82% agree in 2017 to 85% agree in 2018</p> <p>Staff Survey Increase mean factor scores for: Academic Emphasis from 63.8% endorsement in 2017 to 85% endorsement in 2018</p>
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Build the capacity of teachers to enhance active student engagement in their learning

Define Evidence of Impact and Activities and Milestones - 2018

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12 month target 1.1	<p>Related 12mth targets The percentage of Yr 3 students 5+ for NAPLAN will increase from: Reading: 72% in 2017 to 75% in 2018 Writing: 84% in 2017 to 87% in 2018 Number: 68% in 2017 to 71% in 2018</p> <p>The percentage of Yr 5 students 7+ for NAPLAN will increase from: Reading: 43% in 2017 to 46% in 2018 Writing: 9% in 2017 to 43% in 2018 Number: 36% in 2017 to 39% in 2018</p>

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FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Refine and embed the agreed reading and writing instructional model across the school
Actions	<ol style="list-style-type: none"> 1. Implement the school-wide reading and writing instructional model 2. Support the implementation through coaching, feedback and peer observation program 3. Develop professional learning communities
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> - Read and write every day - Be able to articulate the learning intention goals of each lesson, and how they know if they have successfully achieved them - Be able to self-assess their reading and writing progress using Learning Journal Task rubrics <p>Teachers will:</p> <ul style="list-style-type: none"> - Implement the agreed instructional model for reading and writing - Regularly share their learning from peer observation visits with their colleagues as evidenced in PDPs, meetings minutes and teacher notes from observations - Have a relevant and purposeful Performance and Development Plan based on the AIP goals and KIS - Participate in regular literacy professional development

- Leaders will:
- Provide professional learning activities focused on literacy teaching and learning
 - Provide weekly planning times and professional practice days
 - Conduct regular classroom visits and engage in regular conversations about literacy practice
 - Participate in regular School Improvement and Action Team Meetings

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Write clear learning intentions and success criteria for every lesson	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide teachers with the agreed reading and writing instructional model	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide professional development using Literacy portal and literacy consultant	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$7,000.00 <input type="checkbox"/> Equity funding will be used
Use consistent POPS planning documents with reference to HITS	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Regular participation in the peer observation program	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide literacy support for identified students	Education Support	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$40,000.00 <input type="checkbox"/> Equity funding will be used

Participate in the DET Professional Learning Communities Initiative	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Participation in the FISO community of practice approach with Wonga Park PS and Rangeview PS)	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Provide Toe by Toe program for identified students yr 3-6	Education Support	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	To build practice excellence across the school to maximise the learning growth for every student
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	<p>Low: 2017 (15%), 2018 (20%) High: 2017 (27.5%), 2018 (30%)</p> <p>The percentage of students achieving A and B in semester 2 teacher assessments will increase: Reading (57%) in 2017 to (59%) in 2018 Writing (35%) in 2017 to (37%) in 2018 Number (43%) in 2017 to (45%) in 2018</p>			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 2	Build teacher capacity to effectively assess and use evidence to teach students reading and writing at their point of need			
Actions	<ol style="list-style-type: none"> 1. Implement agreed reading and writing assessment schedule and practices 2. Develop a collective ownership of whole school data 			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> - participate in pre and post tests - articulate what they have achieved and their next steps in their reading and writing learning - complete learning journal tasks and reflect on them - participate in Student Led Conferences <p>Teachers will:</p> <ul style="list-style-type: none"> - track student literacy and numeracy data electronically - provide learning tasks that are purposeful, student centred and allow individual entry and exit points as evidenced in weekly, term and yearly planners - conduct pre and post tests and formative assessments - report to parents via Compass during the term and at the end of each semester - professional learning using data <p>Leaders will:</p> <ul style="list-style-type: none"> - attend planning meetings - provide professional learning about using data - track student literacy and numeracy data electronically 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Attend school based professional learning about using data effectively to teach students at their point of need	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Regularly review student reading and writing data (SIT and SAT) and engage in case management meetings	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Collect, enter onto a whole school tracking document and analyse student reading and writing data	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide learning journal assessment tasks and rubrics	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To create a climate that empowers students to actively engage in their learning
12 month target 2.1	<p>Attitudes to School Survey Increase AtSS mean factor scores for: Teacher Concern (Teacher Empathy) from 58% agree in 2017 to 70% or above agree in 2018 Classroom Behaviour from 75% agree in 2017 to 85% agree in 2018 Stimulating learning from 68% agree in 2017 to 75% in 2018</p> <p>Parent Survey Increase Parent Survey mean factor scores for: Student Motivation from 70% agree in 2017 to 80% agree in 2018 Stimulating Learning from 89% agree in 2017 to 92% agree in 2018 Effective Teaching from 82% agree in 2017 to 85% agree in 2018</p> <p>Staff Survey Increase mean factor scores for: Academic Emphasis from 63.8% endorsement in 2017 to 85% endorsement in 2018</p>
FISO Initiative	Empowering students and building school pride

Key Improvement Strategy 1	Build the capacity of teachers to enhance active student engagement in their learning			
Actions	1. Provide effective feedback 2. Building teacher capacity to incorporate digital technologies into the school			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> - participate in regular student/teacher conferences on a regular basis - participate in BYOiPad program - choose 'just right' books to read and select personal choice writing topics <p>Teachers will:</p> <ul style="list-style-type: none"> - teachers implementing Writing Workshop model encouraging students to participate in personal choice writing time - teachers implementing Reading Workshop model encouraging students to participate in personal choice reading books - explicit feedback during lessons about learning intentions and success criteria - implementing Mathematics Workshop encourage students to participate in open ended tasks with differentiation - planning and incorporating digital technology into learning tasks <p>Leaders will:</p> <ul style="list-style-type: none"> - provide professional learning about using digital technology and the writing and reading instructional model - conduct walk through observations and engage in professional discussions on a regular basis 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Professional learning about giving and receiving feedback	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$6,000.00 <input type="checkbox"/> Equity funding will be used
Teacher and student conferencing on a regular basis	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
LJ rubrics and assessments given to students and parents just after the LJ tasks and specifying achievements and next steps	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Explicit feedback during lessons about learning intentions and success criteria	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide teachers professional learning sessions about Digital Technology	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$2,500.00 <input type="checkbox"/> Equity funding will be used
Teachers using digital resources such Google classroom, Digi pubs, Scootle	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers planning for and sharing how they incorporate digital technology into learning tasks	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Park Orchards Primary School (4854)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Provide professional development using Literacy portal and literacy consultant	School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School 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"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants TBD	<input checked="" type="checkbox"/> On-site

Use consistent POPS planning documents with reference to HITS	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> Communities of Practice	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Regular participation in the peer observation program	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<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
Participate in the DET Professional Learning Communities Initiative	PLC Leaders	from: Term 3 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"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site PLC Initiative Workshop modules
Attend school based professional learning about using data effectively to teach students at their point of need	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants NEVR EIL	<input checked="" type="checkbox"/> On-site
Professional learning about giving and receiving feedback	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Dave Wilkins	<input checked="" type="checkbox"/> On-site

Provide teachers professional learning sessions about Digital Technology	Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> External consultants To be advised	<input checked="" type="checkbox"/> On-site
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Documents that support the plan

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

2018 Annual Implementation Plan

[2017_4854-Park Orchards PS- AIP Dec Eval.docx \(0.14 MB\)](#)