**2018 Annual Implementation Plan**

Submitted for review by Julie Hommelhoff (School Principal) on 27 November, 2017 at 03:29 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

**for improving student outcomes**

Lightning Reef Primary School (5541)



**Self-evaluation Summary - 2018**

Lightning Reef Primary School (5541)

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|  | FISO Improvement Model Dimensions  The 6 High-impact Improvement Initiatives are highlighted below in red. | | Self-evaluation Level | Evidence and Analysis |
| **Excellence in teaching and learning** |  | Building practice excellence | Emerging moving towards Evolving | Teachers have the opportunity to be part of professional development provided in school, at staff meetings and at a cluster level e.g. moderation of writing samples term 2 and 4. Professional Learning Teams for English and Mathematics Up-skilling staff in priority areas - Literacy and Numeracy through training in Reading Recovery and EMU (Extending Maths Understanding) Principals as Literacy Leaders program. Principal and Assistant Principal trained this year Berry St. Training - whole staff Respectful Relationships S.M.A.R.T spelling implemented in all classes Assessment data collected every term by coordinators and results shared. Data is beginning to be more effectively used to inform teaching. Data is discussed in teams. FISO documentation disseminated to all staff and been attached to the bulletin for professional reading. Will go to PLTs  Planning Team, year levels Learning Communities liaise  Learning Walks / Peer Observations in-house and external |
|  | Curriculum planning and assessment | Emerging moving towards Evolving | Common, agreed planners are used throughout the school, in all areas of the curriculum. Teachers plan in teams together, using term and yearly planners with learning intentions and success criteria. Unit and lesson templates regularly reviewed. Victorian Curriculum is used to plan and integrate learning areas and capabilities. Teachers plan collaboratively to develop Scope and Sequences for different subject areas and yearly plans are developed to inform term and weekly plans. Teachers plan in five week sequences. School has a yearly assessment schedule which is broken down into termly assessment tasks. These tasks include formal, specific tasks such as NAPLAN and On Demand tasks and also Maths Assessment Interview, Probe and Oxford Reading tests . Teachers pre and post test when starting new topics and moderate assessment in year level teams. Teachers use the AIP and SSP to write and meet P and D plan goals. School goals and targets are based on the AIP. Teachers share good practice at Learning Community meetings and in planning sessions. Students participate in goal setting for their Individual Education Plans and Behaviour Support Plans. |
|  | Evidence-based high-impact teaching strategies | Emerging moving towards Evolving | Learning walks and peer observation have allowed teachers to learn from each other. Had other schools visit to observe numeracy and spelling best practice. Moderation of writing tasks with other cluster schools. Teachers becoming more aware of FISO and the Improvement Cycle through professional reading in the weekly bulletin and discussion at staff meetings.. PLTs have professional discussions around best practice. Leadership support teachers to use formative and summative assessment to evaluate the impact they are having on student outcomes and are working towards self-assessing the effectiveness of their teaching. |
|  | Evaluating impact on learning | Emerging moving towards Evolving | Documented whole-school assessment strategies develop teachers’ capabilities to use a range of assessment data to diagnose learning needs and are beginning to better use the information gathered to inform planning for student learning. Student work is formally assessed by teachers at the beginning and end of a cycle of learning where it sums up student achievement at a particular point in time against goals and standards. Teachers collaborate to create and share assessment tasks mapped to the standards. Tasks are moderated to ensure consistency. Cluster schools are meeting termly to moderate and develop consistent standards and expectations.  Teachers analyse student assessment data to identify the knowledge and skills students need to meet the expected standards.  Teachers identify appropriate focus areas for their own professional learning and look for opportunities and are working towards building new knowledge and skills including peer observation, feedback and coaching |

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| **Professional leadership** |  | Building leadership teams | Evolving | The leadership team is regularly involved in professional learning with their staff. They do so in formal, structured professional learning teams and also in informal discussions, coaching, planning and mentoring.  A whole-school professional learning strategy aligns individual learning plans with school goals and supports the school’s identified FISO improvement strategies. Leading teacher and experienced teachers’ roles and responsibilities include facilitating the school professional learning program. Through our roles and responsiblilites framework The leadership team participates in and leads Professional Learning Teams and attend Learning Community meetings. Informed by current research, they continually challenge each other to improve each other’s practice.  Leaders provide time and resources for teachers to research and implement new approaches  Leaders delegate authority to others to undertake specific activities.They design strategies and processes that support leadership development and recognise a variety of leadership roles within the school. sit team beginning to look at research. Professional reading and research is promoted and provided to all staff members. Working towards encouraging staff to to use research to inform teaching e..g as they have with Berry St. training where staff have implement brain breaks and 'golden statements. The leadership team sets expectations and models respectful engagement throughout the school community. They promote the importance of making the school a safe and positive place to learn.  Leaders and teachers purposefully engage in activities to build relationships and trust. Protocols for input and feedback are developed to reflect the school’s values and achievement of the vision.  Mantras, roles, SIT team involvement in developing a shared vision |
|  | Instructional and shared leadership | Embedding | Roles adn responsibilities are well defined and distributed. Distributive leadership is encouraged The school is beginning to use formal and informal processes for students to represent student views on the school. Staff provide critical peer feedback on progress and problems of practice. Leaders monitor the extent to which feedback informs professional learning. Working towards sharing PDPs with learning communities, including ES and leadership |
|  | Strategic resource management | Evolving moving towards Embedding | Roles and Responsibilities documents show evidence of School Improvement teams. |
|  | Vision, values and culture | Evolving | Newsletters demonstrate dissemination of information to parents and the school community. All newsletters contain our school's vision statement, values and inform the school community of the focus of our Social/Emotional priority. SIT team comprises of middle management including teachers and ES staff in conjunction with leadership. They are embedding a shared vision for the school and this work will continue into 2018. This team are using professional development to educate and collaborate with staff to develop the culture of the school. Keep It Real programs provide students with highly engaging activities. |

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| **Positive climate for learning** |  | Empowering students and building school pride | Emerging moving towards Evolving | Classes take turns in running assembly, showcasing work they are proud of. Academic and sporting successes and achievements are celebrated, as are birthdays. Awards are also given for attendance, effort and demonstrating our school values.  Students work is showcased in newsletters weekly. Students work with staff and parents (agencies), to establish Individual Education Plans and Behaviour Support Plans. These plans have student directed goals. |
|  | Setting expectations and promoting inclusion | Emerging moving towards Evolving | SWPBS Expectations Matrix aligned with School Values Making Better Choices /Student Safety Policy Berry Street Training Mantras to describe actions related to the school's values Social Emotional Learning (P.I.E) BSP IEP's Respectful Relationships program CASEA program Primary Welfare Officer |
|  | Health and wellbeing | Emerging moving towards Evolving | Behaviour Matrix School Vision and Values Healhty Eating Unit Plan Walk to school PIE Primary Welfare Officer Access to all Timetable showing every grade has P.E Making Better Choices Implementing Berry Street initiatives e.g. circle time, brain breaks, golden statements. |
|  | Intellectual engagement and self-awareness | Emerging moving towards Evolving | Enabling and extending prompts in planning documents  Learning intentions and success criteria in planning documents Al teachers plan in teams to ensure consistent instruction building on prior knowledge   Kim put in planning documents, agreed models, targeted teaching and focus groups |

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| **Community engagement in learning** |  | Building communities | Evolving | improved input of parents Parents & Friends Group has reformed A full compliment of School Council  Nit Checkers Fundraisers  SSG's IEP BSP input DHHS / OoHC, Speech, R.R, SSSO, EAL ESS, Behaviour support (Baltara) in 2016?  Dental / glasses program School nurse Hearing support  Kim to attach: newsletter, P&FG meetings, fundraiser, school council minutes |
|  | Global citizenship | Emerging moving towards Evolving | Recycling Keep it Real Healthy Food program Composting Chickens Multi -Cultural week NAIDOC week Aboriginal history in Units |
|  | Networks with schools, services and agencies | Evolving moving towards Embedding | Strong links with DHHS and related services SSSO services ELC Rotary Dentist, Nurse as per previous area Walk to School Month SSG's etc |
|  | Parents and carers as partners | Evolving moving towards Embedding | regular scheduled SSG's impromptu SSG's as required parent teacher interview days school council P&FG special days morning teas making better choices policy - levels of behaviour reading program |

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| **Enter your reflective comments** | Lightning Reef is moving from emerging to evolving stages in most areas of the FISO. We can clearly see our future improvements will be centred around teaching practice and using data to inform teaching practice. With a stable leadership team the school community is able to plan for and work on a consistent change, as we educate teachers around the high impact startegies and their affects on students outcomes. |
| **Considerations for 2019** | Cultural History and considerations to be taught at all levels across the school. (Koorie, Karen, Thailand,)  Data to be analysed and used to inform teaching (PLT's, Learning Communities)  Curriculum PD - Vic curriculum, Literacy / Numeracy portals Continue to upskill staff in support program professional development and training - Reading Recovery, EMU, Personal & Social / Emotional Wellbeing - Development Performance and Development Plans will have explicit goals |
| **Documents that support this plan** | Behaviour Support Plan.docx (0.04 MB) EAL A stages.docx (0.05 MB) Individual Education Plan Template 2017.docx (0.03 MB) Koorie SSG.docx (0.12 MB) |

**Annual Implementation Plan - 2018**

**FISO Improvement Initiatives and Key Improvement Strategies**

Lightning Reef Primary School (5541)

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| Four Year Strategic Goals | Four Year Strategic Targets | Is this selected for focus this year? | 12 month target  Outline what you want achieve in the next 12 months against your Strategic Plan target. | FISO initiative |
| To improve learning outcomes for all students with a focus on reading. | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  * Each student deemed capable in Years F to 6 to make in excess of 1 year’s growth each school year.   Benchmark: Reading data, as measured by Oxford Reading Levels (P-2) and Probe Reading Levels (3-6) is available for 2014. Baseline data will be established at the end of 2015 to show percentage of students making 1 year’s growth   * By 2018,  between 80% and 90% of year 1 students will be reading at or above level 16 unseen text and between 80% and 90% of year 2 students will be reading at or above  level 24 unseen text | Yes | Learning Leaders, Curriculum Leaders will confidently and competently lead Learning Communities in continual improvement in the teaching of reading  Continue to refine and monitor the consistent teaching of reading through professional learning, peer coaching and learning walks  Modelled writing to occur four days a week in all nine classrooms.   All students with IEP goals are to be reviewed monthly. All students to have a literacy / Numeracy goal within. | Building practice excellence |
| • To improve student engagement, motivation to learn and attendance | * Reduce absenteeism from 18.22 in 2014 to an average of 15 days per student in 2015 * Reduce absenteeism to an average of less than 10 days per student by 2018 * Reduce average monthly late passes issued from 350 in 2014 to 75 in2018 * Improve the perceptions of parents and students in the following elements as measured by the Department of Education surveys:  |  |  |  | | --- | --- | --- | | **Student Attitudes to School Survey** | **2014** | **2018** | | Motivation | 4.42 | 4.50 | | Connectedness to School | 4.26 | 4.40 | | Stimulating Learning | 3.90 | 4.00 | | Yes | Student Voice (opinions and ideas / Attitudes to School Survey results) will lead to the development programs for stimulating learning - Keep it Real, extra-curricular activities such as STOMP, camp, incursions, IEP goals, SLC (School Council)   ICT to be used as a learning tool to futher engage students in the their learning  Implement the School Wide Positive Behaviour framework within the school community  Social Emotional Learning curriculum  Berry Street Training term 3 / 4 2017 / term 1 / 2 2018 | Setting expectations and promoting inclusion |
| • To provide a safe an orderly environment where learning will flourish | * Improve the perceptions of staff, parents and students in the following elements as measured by the Department of Education surveys:  |  |  |  | | --- | --- | --- | | **Staff Survey** | **2014** | **2018** | | Shielding and buffering: Staff are protected from intrusions that distract from learning and teaching. | 30% | 60% | | Collective efficacy: School staff believe they have the necessary skills, expertise and resources to successfully educate students. | 33% | 65% |      |  |  |  | | --- | --- | --- | | **Parent  Survey** | **2014** | **2018** | | Behaviour Management | 5.98 | 6.00 | | Student Safety | 4.36 | 4.80 |      |  |  |  | | --- | --- | --- | | **Student Attitudes to School Survey** | **2014** | **2018** | | Classroom Behaviour | 2.39 | 3.00 | | Student Safety | 3.78 | 4.00 | | Yes | Implement the School Wide Positive Behaviour framework within the school community (two years training / professional development team will be working with staff - 2018 / 19)  Social Emotional Learning (P.I.E) to be explicitly taught across the curriculum in all classrooms / yard  Staff will interact with students at break times - oval, basketball court, shade sail area playing games of student choice  Berry Street Training term 3 / 4 2017 / term 1 / 2 2018 | Building practice excellence |
| • To maximise the use of resources available to the school to achieve the best possible outcomes for students. | * All students will receive the appropriate allocation of resources as evidenced by school financial data report. * Improve the perceptions of staff in the following elements as measured by the Department of Education survey:  |  |  |  | | --- | --- | --- | | **Staff Survey** | **2014** | **2018** | | Collective efficacy | 33% | 77% | | Collective Responsibility | 63% | 89% | | Staff trust in colleagues | 69% | 82% | | Yes | Learning Walks to take place to observe and learn from the explicit teaching linked to Learning Intentions in all planning documentation  Modelled writing and guided reading to occur four days a week in all nine classrooms.   All students with IEP goals are reviewed monthly. All students have a literacy / numeracy goals and reviews must be done monthly   PLT's / LC will have Data, Social Emotional Learning and SWPBS on the agenda | Building practice excellence |

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| Improvement Initiatives Rationale |
| Attitudes to School Survey indicates that students do not feel safe in the playground at all times.  Naplan data indicates low results in writing, numeracy and speaking and listening - reading data shows good growth. Year fours are at most risk at LRPS currently. Data is collated however results must be analysed and used by teachers to set future goals for individual students, cohorts and teacher directed learning.  Social & Emotional Learning is a priority area due to student behaviour incidents (Xuno data) |

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| Goal 1 | To improve learning outcomes for all students with a focus on reading. |
| 12 month target 1.1 | Learning Leaders, Curriculum Leaders will confidently and competently lead Learning Communities in continual improvement in the teaching of reading  Continue to refine and monitor the consistent teaching of reading through professional learning, peer coaching and learning walks  Modelled writing to occur four days a week in all nine classrooms.   All students with IEP goals are to be reviewed monthly. All students to have a literacy / Numeracy goal within. |
| FISO Initiative | Building practice excellence |
| Key Improvement Strategies |  |
| KIS 1 | Building practice excellence through consistent, explicit and differentiated teaching  To improve learning outcomes for all students with a focus on reading.  Build the school’s capacity for consistent, explicit and differentiated teaching through professional learning and the implementation of inte |

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| Goal 2 | • To improve student engagement, motivation to learn and attendance |
| 12 month target 2.1 | Student Voice (opinions and ideas / Attitudes to School Survey results) will lead to the development programs for stimulating learning - Keep it Real, extra-curricular activities such as STOMP, camp, incursions, IEP goals, SLC (School Council)   ICT to be used as a learning tool to futher engage students in the their learning  Implement the School Wide Positive Behaviour framework within the school community  Social Emotional Learning curriculum  Berry Street Training term 3 / 4 2017 / term 1 / 2 2018 |
| FISO Initiative | Setting expectations and promoting inclusion |
| Key Improvement Strategies |  |
| KIS 1 | To maximise the use of resources available to the school to achieve the best possible outcomes for students |

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| Goal 3 | • To provide a safe an orderly environment where learning will flourish |
| 12 month target 3.1 | Implement the School Wide Positive Behaviour framework within the school community (two years training / professional development team will be working with staff - 2018 / 19)  Social Emotional Learning (P.I.E) to be explicitly taught across the curriculum in all classrooms / yard  Staff will interact with students at break times - oval, basketball court, shade sail area playing games of student choice  Berry Street Training term 3 / 4 2017 / term 1 / 2 2018 |
| FISO Initiative | Building practice excellence |
| Key Improvement Strategies |  |
| KIS 1 | To provide a safe an orderly environment where learning will flourish. |

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| Goal 4 | • To maximise the use of resources available to the school to achieve the best possible outcomes for students. |
| 12 month target 4.1 | Learning Walks to take place to observe and learn from the explicit teaching linked to Learning Intentions in all planning documentation  Modelled writing and guided reading to occur four days a week in all nine classrooms.   All students with IEP goals are reviewed monthly. All students have a literacy / numeracy goals and reviews must be done monthly   PLT's / LC will have Data, Social Emotional Learning and SWPBS on the agenda |
| FISO Initiative | Building practice excellence |
| Key Improvement Strategies |  |
| KIS 1 | Building practice excellence through consistent, explicit and differentiated teaching |

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

Lightning Reef Primary School (5541)

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| Goal 1 | To improve learning outcomes for all students with a focus on reading. | | | | |
| 12 month target 1.1 | Learning Leaders, Curriculum Leaders will confidently and competently lead Learning Communities in continual improvement in the teaching of reading  Continue to refine and monitor the consistent teaching of reading through professional learning, peer coaching and learning walks  Modelled writing to occur four days a week in all nine classrooms.   All students with IEP goals are to be reviewed monthly. All students to have a literacy / Numeracy goal within. | | | | |
| FISO Initiative | Building practice excellence | | | | |
| Key Improvement Strategy 1 | Building practice excellence through consistent, explicit and differentiated teaching  To improve learning outcomes for all students with a focus on reading.  Build the school’s capacity for consistent, explicit and differentiated teaching through professional learning and the implementation of inte | | | | |
| Actions | See Literacy Improvement plan | | | | |
| Evidence of impact | See Literacy Improvement Plan | | | | |
| Activities and Milestones | | Who | Is this a Professional Learning Priority | When | Budget |
| Enrol Vertical Leadership Team in Leading Literacy 12 month PD held in Bendigo Challenging maths tasks Research Project P-2 Improved NAPLAN data both in Y5 growth and less students in bottom 2 bands in Yr 3 and 5 Every student to make in excess of 1 years (individual) growth in Reading, Writing and Number (based on Goals set in the first two weeks of year) | | Teaching and Learning Coordinator | 🗹 Yes | from: Term 1  to: Term 4 | $13,000.00 🗹 Equity funding will be used |

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| Goal 2 | • To improve student engagement, motivation to learn and attendance | | | | |
| 12 month target 2.1 | Student Voice (opinions and ideas / Attitudes to School Survey results) will lead to the development programs for stimulating learning - Keep it Real, extra-curricular activities such as STOMP, camp, incursions, IEP goals, SLC (School Council)   ICT to be used as a learning tool to futher engage students in the their learning  Implement the School Wide Positive Behaviour framework within the school community  Social Emotional Learning curriculum  Berry Street Training term 3 / 4 2017 / term 1 / 2 2018 | | | | |
| FISO Initiative | Setting expectations and promoting inclusion | | | | |
| Key Improvement Strategy 1 | To maximise the use of resources available to the school to achieve the best possible outcomes for students | | | | |
| Actions | Goals in Reading, Writing, Number & Personal & Social Capabilities including Respectful Relationships are set and reviewed within the firt two weeks of each term. Implement Berry Street Strategies in all classrooms Consistently follow the flowchart for student absence Co-construct curriculum with students seeking interest Implement Respectful Relationships in Home Groups by Home Group Teachers | | | | |
| Evidence of impact | Reduction of Level 3 incidents and self exits Increase in Student Voice in SASS • Reduce absenteeism to an average of less than 10 days per student by 2018 • Improve the perceptions of parents and students in the following elements as measured by the Department of Education surveys: Student Attitudes to School Survey data 2018, Motivation 4.50, Connectedness to School 4.40 & Stimulating Learning 4.00 | | | | |
| Activities and Milestones | | Who | Is this a Professional Learning Priority | When | Budget |
| Whole School Berry St Training attendance  Respectful Relationships curriculum to be conducted by Home Group Teachers instead of Leading Teacher Principal to check attendance data and follow up each month | | All Staff | 🗹 Yes | from: Term 1  to: Term 2 | $1,000.00 🗹 Equity funding will be used |

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| Goal 3 | • To provide a safe an orderly environment where learning will flourish | | | | |
| 12 month target 3.1 | Implement the School Wide Positive Behaviour framework within the school community (two years training / professional development team will be working with staff - 2018 / 19)  Social Emotional Learning (P.I.E) to be explicitly taught across the curriculum in all classrooms / yard  Staff will interact with students at break times - oval, basketball court, shade sail area playing games of student choice  Berry Street Training term 3 / 4 2017 / term 1 / 2 2018 | | | | |
| FISO Initiative | Building practice excellence | | | | |
| Key Improvement Strategy 1 | To provide a safe an orderly environment where learning will flourish. | | | | |
| Actions | Revisit of SWPBS Professional learning and refine Teir 3 supports Monitor the record keeping of class exiting and Level 3 Incidents on XuNO to determine levels of consistent practice across the school Complete Berry Street Training in Semester 1 and set an action plan for future implementation | | | | |
| Evidence of impact | Reduction in incidents in classes and the yard Increase in positive responses relating to Student Safety and behaviour management in the STSS and the Parent Survey Increase in positive responses relating to Shielding and buffering and Collective efficacy in Staff Survey | | | | |
| Activities and Milestones | | Who | Is this a Professional Learning Priority | When | Budget |
| Teachers revisit training in SWPBS with an external coach (3 yr process) | | Wellbeing Team | 🗹 Yes | from: Term 1  to: Term 4 | $8,000.00 🗹 Equity funding will be used |

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| Goal 4 | • To maximise the use of resources available to the school to achieve the best possible outcomes for students. | | | | |
| 12 month target 4.1 | Learning Walks to take place to observe and learn from the explicit teaching linked to Learning Intentions in all planning documentation  Modelled writing and guided reading to occur four days a week in all nine classrooms.   All students with IEP goals are reviewed monthly. All students have a literacy / numeracy goals and reviews must be done monthly   PLT's / LC will have Data, Social Emotional Learning and SWPBS on the agenda | | | | |
| FISO Initiative | Building practice excellence | | | | |
| Key Improvement Strategy 1 | Building practice excellence through consistent, explicit and differentiated teaching | | | | |
| Actions | Link AIP goals to Leadership personell's key responsibilities (ie. Prin- Goals 2& 4, LT Goal 3, AP Goal 1) or reset as determined by skills of Leadership Team Base resource allocation to priories set in the AIP | | | | |
| Evidence of impact | Staffing and budget sub-programs are clearly aligned to AIP Roles and Resonsibilities clearly aligned to AIP | | | | |
| Activities and Milestones | | Who | Is this a Professional Learning Priority | When | Budget |
| Set and use cash and credit Equity funding according to priorities | | Principal | 🞎 No | from: Term 1  to: Term 4 | $750,000.00 🗹 Equity funding will be used |

**Professional Learning and Development Plan - 2018**

Lightning Reef Primary School (5541)

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| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Enrol Vertical Leadership Team in Leading Literacy 12 month PD held in Bendigo Challenging maths tasks Research Project P-2 Improved NAPLAN data both in Y5 growth and less students in bottom 2 bands in Yr 3 and 5 Every student to make in excess of 1 years (individual) growth in Reading, Writing and Number (based on Goals set in the first two weeks of year) | Teaching and Learning Coordinator | from: Term 1  to: Term 4 | 🗹 Planning  🞎 Preparation  🞎 Design of formative assessments  🗹 Moderated assessment of student learning  🞎 Collaborative Inquiry/Action Research team  🞎 Curriculum development  🗹 Peer observation including feedback and reflection  🞎 Formalised PLC/PLTs  🞎 Individualised Reflection | 🞎 Whole School Student Free Day  🞎 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🞎 Timetabled Planning Day  🞎 Network Professional Learning  🗹 Communities of Practice  🞎 PLC/PLT Meeting | 🞎 SEIL  🞎 VCAA Curriculum Specialist  🗹 Primary Mathematics and Science specialists  🗹 Literacy expertise  🞎 PLC Initiative  🞎 Teaching partners  🞎 Leadership partners  🞎 School improvement partnerships  🗹 Internal staff  🞎 Subject association  🗹 Bastow program/course  🞎 Learning Specialist  🞎 Literacy Leaders  🞎 Maths/Sci Specialist  🞎 External consultants | 🞎 On-site  🗹 Off-site  Bendigo NW Region Monash University |
| Whole School Berry St Training attendance  Respectful Relationships curriculum to be conducted by Home Group Teachers instead of Leading Teacher Principal to check attendance data and follow up each month | All Staff | from: Term 1  to: Term 2 | 🗹 Planning  🗹 Preparation  🞎 Design of formative assessments  🞎 Moderated assessment of student learning  🞎 Collaborative Inquiry/Action Research team  🗹 Curriculum development  🞎 Peer observation including feedback and reflection  🞎 Formalised PLC/PLTs  🞎 Individualised Reflection | 🗹 Whole School Student Free Day  🞎 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day  🞎 Network Professional Learning  🞎 Communities of Practice  🞎 PLC/PLT Meeting | 🞎 SEIL  🞎 VCAA Curriculum Specialist  🞎 Primary Mathematics and Science specialists  🞎 Literacy expertise  🞎 PLC Initiative  🞎 Teaching partners  🞎 Leadership partners  🗹 School improvement partnerships  🗹 Internal staff  🞎 Subject association  🞎 Bastow program/course  🞎 Learning Specialist  🞎 Literacy Leaders  🞎 Maths/Sci Specialist  🗹 External consultants  Berry St Institute Golden Square PS Lead school in RR | 🞎 On-site  🗹 Off-site  All Seasons |
| Teachers revisit training in SWPBS with an external coach (3 yr process) | Wellbeing Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🞎 Design of formative assessments  🞎 Moderated assessment of student learning  🗹 Collaborative Inquiry/Action Research team  🞎 Curriculum development  🞎 Peer observation including feedback and reflection  🞎 Formalised PLC/PLTs  🞎 Individualised Reflection | 🞎 Whole School Student Free Day  🞎 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🞎 Timetabled Planning Day  🞎 Network Professional Learning  🗹 Communities of Practice  🞎 PLC/PLT Meeting | 🞎 SEIL  🞎 VCAA Curriculum Specialist  🞎 Primary Mathematics and Science specialists  🞎 Literacy expertise  🞎 PLC Initiative  🞎 Teaching partners  🞎 Leadership partners  🞎 School improvement partnerships  🞎 Internal staff  🞎 Subject association  🞎 Bastow program/course  🞎 Learning Specialist  🞎 Literacy Leaders  🞎 Maths/Sci Specialist  🗹 External consultants  SWPBS State Coach | 🞎 On-site  🗹 Off-site  Melborne TBC |

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| Documents that support the plan |
| The school has uploaded the following documents to support the self-evaluation.  Dimension 1       [April 25 2017.doc (3.51 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5541/1324/1/April%2025%202017.doc)       [Peer Observation Record Luke Freeman.docx (0.04 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5541/1324/1/Peer%20Observation%20Record%20Luke%20Freeman.docx) Dimension 3       [April 25 2017.doc (3.51 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5541/1324/3/April%2025%202017.doc)       [Peer Observation Record Luke Freeman.docx (0.04 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5541/1324/3/Peer%20Observation%20Record%20Luke%20Freeman.docx) Dimension 4       [2017 DATA\_WS\_Term 3.xlsx (0.12 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5541/1324/4/2017%20DATA_WS_Term%203.xlsx)       [LC Meeting 7th Aug 2017.docx (0.04 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5541/1324/4/LC%20Meeting%207th%20Aug%202017.docx)       [LC2 Meeting 4th Sept.docx (0.04 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5541/1324/4/LC2%20Meeting%204th%20Sept.docx)       [LRPS Assessment Schedule WHOLE SCHOOL 2017.doc (0.14 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5541/1324/4/LRPS%20Assessment%20Schedule%20WHOLE%20SCHOOL%202017.doc) Dimension 7       [27--04-2017.doc (0.08 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5541/1324/7/27--04-2017.doc)       [Minutes\_15-12-2016.doc (0.06 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5541/1324/7/Minutes_15-12-2016.doc)       [PLT's 2017.doc (0.06 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5541/1324/7/PLT)       [Roles Responsibilities @ LRPS 2017.docx (0.05 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5541/1324/7/Roles%20%20Responsibilities%20@%20LRPS%202017.docx)       [Student\_Learning\_Report.pdf (0.03 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5541/1324/7/Student_Learning_Report.pdf) Dimension 8       [Keep It Real - Dance and Fitness Planner Term 3.docx (0.02 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5541/1324/8/Keep%20It%20Real%20-%20Dance%20%20and%20Fitness%20Planner%20Term%203.docx)       [S.I.T Agenda 15-08-2017.docx (0.04 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5541/1324/8/S.I.T%20Agenda%2015-08-2017.docx)       [Term 2 week 42017.pdf (1.83 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5541/1324/8/Term%202%20week%2042017.pdf) Dimension 9       [Assembly Powerpoint 2017.pptx (2.12 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5541/1324/9/Assembly%20Powerpoint%202017.pptx)       [Behaviour Support Plan.docx (0.04 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5541/1324/9/Behaviour%20Support%20Plan.docx)       [Individual Education Plan Template 2017.docx (0.03 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5541/1324/9/Individual%20Education%20Plan%20Template%202017.docx)       [Term 4week 32017.pdf (2.24 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5541/1324/9/Term%204week%2032017.pdf) Dimension 10       [Lightning Reef 2016 Disciplinematrix term 3 2017.doc (0.54 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5541/1324/10/Lightning%20Reef%202016%20Disciplinematrix%20term%203%202017.doc)       [Making Better Choices @ LRPS 2016 reviewed April Leadership.doc (0.53 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5541/1324/10/Making%20Better%20Choices%20@%20LRPS%202016%20reviewed%20April%20Leadership.doc)       [Mantras.pdf (0.46 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5541/1324/10/Mantras.pdf)       [Mission & Values.docx (0.02 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5541/1324/10/Mission%20&%20Values.docx)       [PIE Overview.pdf (0.16 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5541/1324/10/PIE%20Overview.pdf)       [School Wide Expectations 2016 draft 3.docx (0.02 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5541/1324/10/School%20Wide%20Expectations%202016%20draft%203.docx)       [Student Safety Policy 2016 Jo.Ratified at SC.docx (0.21 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5541/1324/10/Student%20Safety%20Policy%202016%20Jo.Ratified%20at%20SC.docx) Self-evaluation Summary       [Behaviour Support Plan.docx (0.04 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5541/1324/summary/Behaviour%20Support%20Plan.docx)       [EAL A stages.docx (0.05 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5541/1324/summary/EAL%20A%20stages.docx)       [Individual Education Plan Template 2017.docx (0.03 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5541/1324/summary/Individual%20Education%20Plan%20Template%202017.docx)       [Koorie SSG.docx (0.12 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5541/1324/summary/Koorie%20SSG.docx) 2018 Annual Implementation Plan       [2018 PALL Intervention Plan Template (AIP Related).Jo.docx (0.02 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5541/1324/review/2018%20PALL%20Intervention%20Plan%20Template%20(AIP%20Related).Jo.docx) |