

2018 Annual Implementation Plan

for improving student outcomes

Manifold Heights Primary School (4224)



Submitted for review by Barry Rowland (School Principal) on 17 December, 2017 at 11:18 AM

Endorsed by Robyn Hollis (Senior Education Improvement Leader) on 02 January, 2018 at 01:14 PM

Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Manifold Heights Primary School (4224)

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

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

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

Enter your reflective comments	The school completed a Peer Review during the second half of 2017. All staff were involved in the creation of the self-evaluation report and selected key staff on the 2 formal review days.
Considerations for 2019	Our allocated School Reviewer completed a very thorough Reviewer's Report, which was well received and endorsed by School Council.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Manifold Heights Primary School (4224)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
<p>-Student achievement: To ensure the achievement of high quality educational outcomes for every student in all curriculum areas, with a particular focus on increasing learning growth in Literacy and Numeracy.</p>	<p>Learning growth targets</p> <ul style="list-style-type: none"> • Each student to make at least one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics. (as measured by teacher judgement and other school assessments identified in the school assessment continuum/schedule) • The NAPLAN Year 3 to 5 Relative Gain measures to consistently show: <ul style="list-style-type: none"> • 25 per cent or more of students making high relative gain. • 25 per cent or less of students making low relative gain. • Extension targets (for extending students already performing above expected standards): • <u>increases based on a ten per cent increase in percentages of Year P-6 students receiving A and B grades on individual English language</u> 	<p>Yes</p>	<p>2018 Victorian Curriculum Teacher judgements - Percentage of Students achieving A's and B's across Literacy and Numeracy to exceed that gained in 2017. Top two NAPLAN bands - 2018 percentage of students achieving in the top two bands of NAPLAN to increase by 3% compared to 2017. NAPLAN Relative Growth - maintain current growth, with actions in place to achieve and reflect positive trends achieved of Relative Growth from Grade 3 to 5 cohort tracking by 2019 NAPLAN testing time.</p>	<p>Building practice excellence</p>

modes/Mathematics Strands (teacher judgements):

English language mode/Mathematics Strand	Average % 2014-2016	10% increase (=Average*1.1)
Reading and Viewing	54%	60%
Writing	45%	49%
Speaking and Listening	37%	41%
Measurement & geometry	38%	41%
Number & algebra	47%	51%
Statistics & probability	35%	39%

- Increasing the percentage of Year 3 and 5 students assessed in the top two NAPLAN Bands for their year levels in Reading, Writing and Numeracy based on the average of the past three years' proportions
- For example, 10 per cent increase in percentages of Year 5 students in the top two NAPLAN Bands:

NAPLAN dimension	Average % 2014-2016	10% increase (=Average*1.1)
Reading	39%	42%
Writing	21%	23%
Numeracy	29%	32%

Zero percent of Year 3 and 5 students at or below the National Minimum Standards (bottom two NAPLAN Bands).

<p>Student Engagement: To ensure every student becomes an engaged, confident, motivated and independent self-regulated learner who challenges themselves to advance their achievements.</p>	<p>Consideration be given to including targets such as the following designed to measure progress toward achievement of the suggested new Strategic Plan goal:</p> <ul style="list-style-type: none"> • Identify appropriate measures in the new student Attitudes to School Survey related to the Effective teaching practice for cognitive engagement, Teacher-student relations, and Learner characteristics, disposition, and social engagement domains, develop benchmarks and establish appropriate targets. An example based on the 2017 AtSS might be: <ul style="list-style-type: none"> • attain eighty-five per cent or greater positive responses to the measures of (Learner characteristics and disposition domains) <ul style="list-style-type: none"> ▪ stimulated learning, ▪ learning confidence, ▪ motivation and interest, ▪ self-regulation and goal setting • attain eighty per cent or greater positive responses to the measures of (Social engagement domain) <ul style="list-style-type: none"> ▪ Student Voice and Agency (66% in 2017 survey) 	<p>Yes</p>	<p>In the new Student Attitudes to School survey, achieve 85% or greater positive responses in each of Grade 4, 5 and 6 to the measures of:</p> <ul style="list-style-type: none"> - Stimulated learning (76% in 2017) - Learning confidence (77% in 2017) - Motivation and interest (81% in 2017) - Self regulation and goal setting (87% in 2017). <p>And likewise 70% for</p> <ul style="list-style-type: none"> - Student voice and Agency (66% in 2017). 	<p>Empowering students and building school pride</p>

<p>Student Wellbeing: To develop resilient students who display growth mindsets, behaviours and attitudes that reflect the school values.</p>	<p>Consideration be given to including targets such as the following designed to measure progress toward achievement of the suggested new Strategic Plan goal:</p> <ul style="list-style-type: none"> Identify appropriate measures in the new student Attitudes to School Survey related to the student safety and experience of bullying domains, develop benchmarks and establish appropriate targets. For example, in the Student Safety domain, maintain the Advocate at school factor agreement response at ninety per cent or more. 	<p>Yes</p>	<p>In the new Student Attitudes to School survey, achieve 90% or greater positive responses in each of Grade 4, 5 and 6 to the measure of:</p> <ul style="list-style-type: none"> Advocate at school (88% in 2017) <p>And likewise 80% for</p> <ul style="list-style-type: none"> Managing bullying (79% in 2017). <p>And reducing (improving) to 20%</p> <ul style="list-style-type: none"> Experience of bullying (24% in 2017). 	<p>Health and wellbeing</p>
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<p>Improvement Initiatives Rationale</p>
<p>2017 School Peer Review undertaken and completed. Reviewer Report highlighted 3 goals, with 6 corresponding Key Improvement Strategies.</p>

<p>Goal 1</p>	<p>-Student achievement: To ensure the achievement of high quality educational outcomes for every student in all curriculum areas, with a particular focus on increasing learning growth in Literacy and Numeracy.</p>
<p>12 month target 1.1</p>	<p>2018 Victorian Curriculum Teacher judgements - Percentage of Students achieving A's and B's across Literacy and Numeracy to exceed that gained in 2017. Top two NAPLAN bands - 2018 percentage of students achieving in the top two bands of NAPLAN to increase by 3% compared to 2017. NAPLAN Relative Growth - maintain current growth, with actions in place to achieve and reflect positive trends achieved of Relative Growth from Grade 3 to 5 cohort tracking by 2019 NAPLAN testing time.</p>

FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	1. Consistently embed an agreed Whole-School Instructional Model across all curriculum areas and classrooms.
KIS 2	2. (Continue to) use PLCS, PLTs and other collaborative professional learning approaches to support teachers in building their capacity (Practice Excellence) to consistently implement the school's Instructional Model.
KIS 3	3. Review leadership structure and develop an effective and staff endorsed distributive instructional leadership model.
KIS 4	4. Enhance efforts and arrangements that promote increased opportunities and learning success for every student through partnerships involving students, teachers, families and other stakeholders (community, DET regional, businesses, ...)

Goal 2	Student Engagement: To ensure every student becomes an engaged, confident, motivated and independent self-regulated learner who challenges themselves to advance their achievements.
12 month target 2.1	In the new Student Attitudes to School survey, achieve 85% or greater positive responses in each of Grade 4, 5 and 6 to the measures of: - Stimulated learning (76% in 2017) - Learning confidence (77% in 2017) - Motivation and interest (81% in 2017) - Self regulation and goal setting (87% in 2017). And likewise 70% for - Student voice and Agency (66% in 2017).
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	

KIS 1	5. Activate student voice, leadership and agency in own learning (FISO essential element #4).
Goal 3	Student Wellbeing: To develop resilient students who display growth mindsets, behaviours and attitudes that reflect the school values.
12 month target 3.1	In the new Student Attitudes to School survey, achieve 90% or greater positive responses in each of Grade 4, 5 and 6 to the measure of: - Advocate at school (88% in 2017) And likewise 80% for - Managing bullying (79% in 2017). And reducing (improving) to 20% - Experience of bullying (24% in 2017).
FISO Initiative	Health and wellbeing
Key Improvement Strategies	
KIS 1	6. Develop a consistent whole-school approach to health, wellbeing and inclusion (FISO essential element #5).

Define Evidence of Impact and Activities and Milestones - 2018

Manifold Heights Primary School (4224)

Goal 1	-Student achievement: To ensure the achievement of high quality educational outcomes for every student in all curriculum areas, with a particular focus on increasing learning growth in Literacy and Numeracy.
12 month target 1.1	2018 Victorian Curriculum Teacher judgements - Percentage of Students achieving A's and B's across Literacy and Numeracy to exceed that gained in 2017. Top two NAPLAN bands - 2018 percentage of students achieving in the top two bands of NAPLAN to increase by 3% compared to

	2017. NAPLAN Relative Growth - maintain current growth, with actions in place to achieve and reflect positive trends achieved of Relative Growth from Grade 3 to 5 cohort tracking by 2019 NAPLAN testing time.
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	1. Consistently embed an agreed Whole-School Instructional Model across all curriculum areas and classrooms.
Actions	<ol style="list-style-type: none"> 1. Initial review of the Instructional Model to embed 'High Impact Teaching Strategies' (HITS) Review of the Mathematics and Reading differentiated models of practice through refinement of Curriculum Planning: <ol style="list-style-type: none"> i) Implement Victorian Curriculum, 2. Evidence-based instructional responses and classroom routines: <ol style="list-style-type: none"> i) Ensuring agreement about whole-school evidence-based approaches to Reading, Number and reducing variation of practice in line with the new DET Literacy and Numeracy strategy 3. Assessment: <ol style="list-style-type: none"> i) Whole school monitoring system, utilized by all year levels (via the use of COMPASS) ii) provide support and moderation sessions to ensure that teachers are able to make accurate and consistent judgements in Writing (VCOP). iii) ABLES continuum iv) Investigate Essential Assessments 4. PLC and PLT arrangements and practices used to support embedding of MHPS Instructional Model and developing teacher capabilities in HITS. 5. Further refinements to the delivery of Victorian Curriculum capabilities - development of classroom tasks and practices, whole school curriculum plans and the sequencing of inquiry units across year levels
Evidence of impact	<p>Development of an agreed whole of school Instructional Model (Principal and Assistant Principal to lead this work). - which includes very specific reference and inclusive of aspects of High impact Teaching Strategies (HITS), with a clear focus upon Reading and Numeracy teaching. Update 'Partners for success' folders. Investigate Reading current practices with intent to enhance (Literacy Leader to lead this work). Professional Development for staff on effective reading and numeracy instruction (differentiation) - Literacy and Numeracy Leaders to drive this PD. Update and display learning scope and sequence planners and models for numeracy and literacy - providing for clarity and greater consistency re Victorian Curriculum (Literacy and Numeracy Teams to lead this work).</p>

	Tracking of student learning progress P-6: embedded use of COMPASS across the school. Professional Development linked to HITS: linked with PLC coaching related work. Staff self auditing against HITS. Writing moderation sessions - against VCOP criterion (Literacy Leader to lead this work).			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>1. Whole School Instructional Model documented and staff endorsed by the end of Term 1.</p> <p>2. HITS professional learning sessions facilitated throughout the year. Documentation of agreed school reading and numeracy practices - by end Term 2. PLC and PLT structures used to drive this work.</p> <p>3. COMPASS being used routinely by staff for assessment data storage, analysis, referral and communication.</p> <p>Term writing moderation sessions conducted for all staff and also within teams. 'Cold Write' scheduled and moderation sessions - writing outcomes tracked termly.</p>	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	-Student achievement: To ensure the achievement of high quality educational outcomes for every student in all curriculum areas, with a particular focus on increasing learning growth in Literacy and Numeracy.
12 month target 1.1	<p>2018 Victorian Curriculum Teacher judgements - Percentage of Students achieving A's and B's across Literacy and Numeracy to exceed that gained in 2017.</p> <p>Top two NAPLAN bands - 2018 percentage of students achieving in the top two bands of NAPLAN to increase by 3% compared to 2017.</p> <p>NAPLAN Relative Growth - maintain current growth, with actions in place to achieve and reflect positive trends achieved of Relative Growth from Grade 3 to 5 cohort tracking by 2019 NAPLAN testing time.</p>
FISO Initiative	Building practice excellence

Key Improvement Strategy 2	2. (Continue to) use PLCS, PLTs and other collaborative professional learning approaches to support teachers in building their capacity (Practice Excellence) to consistently implement the school's Instructional Model.			
Actions	<p>a. Ongoing refinements to PLT practices and linkage with PLC coaching / observing / feedback arrangements (Led by PLC instructional coaches).</p> <p>b. Use the PLC Maturity Matrix to gauge PLC status and to monitor PLC progress</p> <p>c. Build on 2016 and 2017 PLC work, to implement effective peer coaching and support, leading to reduced variability across classes of outcomes, pedagogy and curriculum.</p> <p>d. Create a culture of reflection and evaluation across classroom and wider school operations</p> <p>e. Purposeful PDP processes in place, supporting agree 2018 school priorities (Principal and Assistant Principal to lead this work).</p>			
Evidence of impact	<p>PLT 2018 model created and implemented - all classroom teachers engaged in this work, with links to PDPs.</p> <p>PLC coaching model for 2018 implemented.</p> <p>'Growth' reflected in staff auditing (movement towards 'excelling') against the PLC maturity matrix over time.</p> <p>Evidence of changed pedagogy in classrooms, reflecting Instructional Model acceptance and reduce variability across classes of practice and outcomes.</p> <p>EMS360 used by all staff for PDPs in 2018, with clear alignment to AIP strategies and goals - for all Teaching and ES staff.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Weekly PLT meetings occurring across P-6 teams.</p> <p>PLC 2018 model collaboratively developed and implemented.</p> <p>Professional Practice days utilised by staff in alignment with school priority work.</p> <p>Classroom observations and feedback sessions being routinely actioned via PLC Instructional Leaders.</p> <p>PDPs created and signed off, midcycle discussions completed and goals revisited, end of cycles completed - for all staff.</p>	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	<p>\$10,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

Goal 1	-Student achievement: To ensure the achievement of high quality educational outcomes for every student in all curriculum areas, with a particular focus on increasing learning growth in Literacy and Numeracy.			
12 month target 1.1	2018 Victorian Curriculum Teacher judgements - Percentage of Students achieving A's and B's across Literacy and Numeracy to exceed that gained in 2017. Top two NAPLAN bands - 2018 percentage of students achieving in the top two bands of NAPLAN to increase by 3% compared to 2017. NAPLAN Relative Growth - maintain current growth, with actions in place to achieve and reflect positive trends achieved of Relative Growth from Grade 3 to 5 cohort tracking by 2019 NAPLAN testing time.			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 3	3. Review leadership structure and develop an effective and staff endorsed distributive instructional leadership model.			
Actions	<p>a. Pursue development of an effective and staff endorsed distributive INSTRUCTIONAL leadership model, which shares responsibilities, provides mentoring and professional development (Principal and Assistant Principal to lead this work). - Guidance, support and direction of improved instructional (or teaching) practice and student learning (or outcomes).</p> <p>b. Review leadership arrangements to provide support for whole-school leadership of numeracy and Literacy (Implement the new DET Literacy and Numeracy strategy) - Literacy and Numeracy Leaders to drive this area.</p>			
Evidence of impact	Mentoring programs and procedures for new staff, graduates and staff stepping up to leadership and new roles for 2018. Literacy and Numeracy teams established across P-6: led by Leading Teacher (Literacy) and Learning Specialist (Numeracy) respectively.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Mentoring and induction processes in place from commencement of school year. 2018 Team Literacy and Numeracy leaders meeting as per agreed scheduled with Leading Teacher (Literacy) and Learning Specialist (Numeracy) - resulting curriculum developments shared, assessment schedules met, moderation sessions facilitated, Instructional Models collaboratively designed.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	-Student achievement: To ensure the achievement of high quality educational outcomes for every student in all curriculum areas, with a particular focus on increasing learning growth in Literacy and Numeracy.
12 month target 1.1	2018 Victorian Curriculum Teacher judgements - Percentage of Students achieving A's and B's across Literacy and Numeracy to exceed that gained in 2017. Top two NAPLAN bands - 2018 percentage of students achieving in the top two bands of NAPLAN to increase by 3% compared to 2017. NAPLAN Relative Growth - maintain current growth, with actions in place to achieve and reflect positive trends achieved of Relative Growth from Grade 3 to 5 cohort tracking by 2019 NAPLAN testing time.
FISO Initiative	Building practice excellence
Key Improvement Strategy 4	4. Enhance efforts and arrangements that promote increased opportunities and learning success for every student through partnerships involving students, teachers, families and other stakeholders (community, DET regional, businesses, ...)
Actions	<p>a. Investigate how further possibilities around home-school- teacher-classroom online communication could be used across the whole school (investigation of expansion of possibilities with digital portfolio and assessment platforms such as FreshGrade: currently used in 2017 by Seniors). - Link/align with review of instructional model KIS 1</p> <p>b. Enhance efforts and arrangements which seek parent engagement and feedback with school programs and policies.</p> <p>c. Strengthen and formalise links with outside organisations, which will lead to enhance outcomes for our students – other schools, wellbeing related agencies, incursion opportunities, ICT and Inquiry studies partnerships, sporting and music,</p> <p>d. Implement a community supported annual plan of sequenced parent interactions – Student Reporting, Information sessions, Student Led Conferences, Parent Teacher interviews,</p>
Evidence of impact	Investigation of expansion of Fresh Grade beyond Seniors. Further use of COMPASS for wellbeing tracking. Parent use of COMPASS initiated. Purposeful partnerships formalised which lead to learning opportunities for students. Implementation of a community supported annual plan of sequenced parent interactions. Google formats feedback from parents sought regularly after events such as Family BBQ, Carnivale.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Fresh Grade share with other teams and trialled by midyear. COMPASS endorsed for use re student behaviour and wellbeing tracking; introduced to parent community in term 1. Parent interaction schedule actioned as per individual components. Google feedback processes developed and used for key school events.</p>	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Student Engagement: To ensure every student becomes an engaged, confident, motivated and independent self-regulated learner who challenges themselves to advance their achievements.
12 month target 2.1	<p>In the new Student Attitudes to School survey, achieve 85% or greater positive responses in each of Grade 4, 5 and 6 to the measures of:</p> <ul style="list-style-type: none"> - Stimulated learning (76% in 2017) - Learning confidence (77% in 2017) - Motivation and interest (81% in 2017) - Self regulation and goal setting (87% in 2017). <p>And likewise 70% for</p> <ul style="list-style-type: none"> - Student voice and Agency (66% in 2017).
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	5. Activate student voice, leadership and agency in own learning (FISO essential element #4).
Actions	<ul style="list-style-type: none"> a. Explicitly articulate the role of students in the Instructional Model (in Curriculum planning, Assessment and classroom routines) including; <ul style="list-style-type: none"> Goal setting and Feedback (teacher, self, peer) b. Review and refine the purpose and role for student leadership

	<p>Develop an internal measure of leadership participation</p> <p>Enhance and further develop a Positive Climate for Learning (FISO)</p> <p>a. Resource budgeting to enhance classroom spaces and the learning environment for all.</p> <p>b. Evaluation of current digital technology related teaching and resourcing across the whole school. Future ICT plans developed, budgeted and actioned.</p>			
Evidence of impact	<p>Instructional Model containing clear and purposeful reference to student voice (Principal and Assistant Principal to lead this work). Measurable Individual Learning Goals created and owned by students in Writing, Reading and Numeracy (Literacy and Numeracy Leaders to initiate this).</p> <p>ICT resourcing plans developed, including reference to the place of desktops, laptops and iPads - catering for Increasing flexibility in classrooms.</p> <p>Leadership training for students (in-house) and for School Captains (possibly out sourced).</p> <p>Budgeting for some replacement classroom furniture, which allows for more flexible and engaging learning spaces.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Instructional Model created collaboratively.</p> <p>Individual Learning Goals created for students, especially those below and above the expected levels.</p> <p>Whole school ICT plan reviewed and updated.</p> <p>Student leadership training sessions conducted.</p> <p>'Furniture updating' plan resourced in conjunction with Capital Works program.</p>	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	<p>\$15,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
Goal 3	Student Wellbeing: To develop resilient students who display growth mindsets, behaviours and attitudes that reflect the school values.			
12 month target 3.1	<p>In the new Student Attitudes to School survey, achieve 90% or greater positive responses in each of Grade 4, 5 and 6 to the measure of:</p> <p>- Advocate at school (88% in 2017)</p>			

	<p>And likewise 80% for - Managing bullying (79% in 2017).</p> <p>And reducing (improving) to 20% - Experience of bullying (24% in 2017).</p>			
FISO Initiative	Health and wellbeing			
Key Improvement Strategy 1	6. Develop a consistent whole-school approach to health, wellbeing and inclusion (FISO essential element #5).			
Actions	<p>a. Investigate strategies to further develop SWPBS, Resilience Project and Mindfulness related school procedures and classroom practices.</p> <p>b. Investigation of an improved online student incident reporting and tracking system.</p>			
Evidence of impact	<p>SWPBS team and all staff - Tier 2 and 3 student related processes developed ensuring a school wide consistent approach. Resilience Project up skilling of all staff - Teaching and Education Support. Mindfulness approaches further embedded in all classrooms each and everyday; Professional Development provided accordingly. Mindfulness kits created for each classroom. Parent communication strategy developed and actioned to support this priority work. COMPASS use of student behaviour tracking introduced and utilised by all staff. Initiate and implement whole school lessons on anti bullying (possibly outsourced). Staff follow up both in class matters and yard duty incidents to be enhanced - improved documentation for staff to use and incorporated into Partners for Success folder.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>SWPBS Ties 2 and 3 related documentation of endorsed processes developed. In-house Resilience project, Mindfulness and anti bullying Professional Development sessions delivered for staff. Mindfulness kits created by mid year. COMPASS student behaviour tracking system endorsed, with related documentation created by mid year.</p>	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	<p>\$1,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Professional Learning and Development Plan - 2018

Manifold Heights Primary School (4224)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>1. Whole School Instructional Model documented and staff endorsed by the end of Term 1.</p> <p>2. HITS professional learning sessions facilitated throughout the year. Documentation of agreed school reading and numeracy practices - by end Term 2. PLC and PLT structures used to drive this work.</p> <p>3. COMPASS being used routinely by staff for assessment data storage, analysis, referral and communication. Term writing moderation sessions conducted for all staff and also within teams. 'Cold Write' scheduled and moderation sessions - writing outcomes tracked termly.</p>	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Mentoring and induction processes in place from commencement of school year.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

<p>2018 Team Literacy and Numeracy leaders meeting as per agreed scheduled with Leading Teacher (Literacy) and Learning Specialist (Numeracy) - resulting curriculum developments shared, assessment schedules met, moderation sessions facilitated, Instructional Models collaboratively designed.</p>			<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 		
<p>SWPBS Ties 2 and 3 related documentation of endorsed processes developed. In-house Resilience project, Mindfulness and anti bullying Professional Development sessions delivered for staff. Mindfulness kits created by mid year. COMPASS student behaviour tracking system endorsed, with related documentation created by mid year.</p>	<p>All Staff</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

Documents that support the plan

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