

2018 Annual Implementation Plan

for improving student outcomes

Exford Primary School (3423)



Submitted for review by Lisa Campo (School Principal) on 30 November, 2017 at 03:24 PM

Endorsed by Anne Fox (Senior Education Improvement Leader) on 22 December, 2017 at 10:57 AM

Endorsed by Katy Brennan (School Council President) on 04 February, 2018 at 04:31 PM

Self-evaluation Summary - 2018

Exford Primary School (3423)

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

Positive climate for learning	Empowering students and building school pride	Evolving
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Evolving moving towards 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	Please see EPS Self-Evaluation document for our in depth evaluation Please see our EPS School Strategic Plan 2017-2020 for our future directions.
Considerations for 2019	Focus on: <ul style="list-style-type: none"> * PLT work and curriculum documentation * Work of our Leading Teachers-Educational Leaders * Proficiency scales * Learning goals and success criteria * Formative assessment (Dylan William's work) * Parent - School - Student partnership * Seesaw * Leadership capacity building

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Exford Primary School (3423)

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
Goal 1: To improve the learning outcomes and growth for every student with a particular focus on Literacy, Numeracy and Science.	<p>TIER ONE (e.g. standardised testing) 2017-2020 Goal:</p> <ul style="list-style-type: none"> • We will maintain and increase the number of students in the top two bands from Year 3 to Year 5 in all NAPLAN areas • Our Relative Growth data will indicate that students will make high relative growth: <ul style="list-style-type: none"> o Numeracy - 40 % o Reading – 40 % o Writing – 30 % • Tier One NAPLAN Growth targets - SPA growth spreadsheet per year of review – Year 3 and Year 5 students to achieve a minimum of 1.2 years growth in 1.0 school year. <p>TIER TWO (e.g. standardised testing selected by EPS)</p>	Yes	Use PH-S specific growth targets	Building practice excellence

	<ul style="list-style-type: none"> • Single Word Spelling Test to show at least a year's growth in the Spelling age. • PAT Reading, PAT Maths / Maths Plus and PAT Science to show at least a year's growth (using SPA Standard analysis tools. • Tier Two Growth targets spreadsheet (SPA) per year of review – 12 months' growth in 10 months • 100 % of students demonstrate individual growth of 1.0 Victorian Curriculum level in the teacher assessed Mathematics and English domains <p>TIER THREE (school / class / team based assessment – pre & post testing, rubrics etc)</p> <ul style="list-style-type: none"> • Ongoing targets set for Writing (VCOP) and key Mathematical areas achieving an effect size of 0.9 • Ongoing targets set for Reading based on Fountas & Pinnell Benchmarking Assessment <ul style="list-style-type: none"> o 3, 6 and 12 month growth targets o 1.2 year's growth in 10 school year • Staff Opinion Survey data demonstrates improvement to : <ul style="list-style-type: none"> o Collective Efficacy to 90 % (2016 – 83 %) o Academic Emphasis to 90 % (2016 – 72.3 %) o Guaranteed and Viable Curriculum to 90 % (2016 – 83.6 %) o Instructional Leadership to 93 % (2016 91.2 %) 			
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<p>Goal 2: Build every teacher’s capacity to empower students to be more intellectually engaged, independent and self-aware learners.</p>	<p>Student Attitudes to School Survey data demonstrates improvement (or at least maintenance at current levels) by the end of the School Strategic Plan period:</p> <ul style="list-style-type: none"> • Stimulated Learning – 92 % (2017 - 87.2 %) • Learning Confidence – 85 % (2017 - 66.6 %) • Advocate at school – 85 % (2017 - 69.8 %) • Self-regulation and goal setting – 85 (2017 – 67 %) <p>Student Attendance target</p> <ul style="list-style-type: none"> • Aggregate student absence data is reduced from the 2017 15.77 days average absence per student • To reduce unapproved absences from the 2017 unexplained absence data 	<p>Yes</p>	<ul style="list-style-type: none"> • Stimulated Learning – 88 % • Learning Confidence – 70 % • Advocate at school – 72 % • Self-regulation and goal setting – 70 % 	<p>Empowering students and building school pride</p>
<p>Goal 3: To establish meaningful partnerships with parents and enable their active engagement in their children’s learning and the life of the school community.</p>	<ul style="list-style-type: none"> • Parent Opinion Survey data is maintained and improved: <ul style="list-style-type: none"> o School Connectedness – 94 % (2017 – 90 %) o General satisfaction – 94 % (2017 – 90 %) o Effective teaching - 94 % (2017 – 85 %) o Stimulating Learning – 94 % (2017 – 81 %) o High expectations for success - 95 % (2017 – 94 %) 	<p>Yes</p>	<ul style="list-style-type: none"> o School Connectedness – 91 % o General satisfaction – 91 % o Effective teaching - 87 % o Stimulating Learning – 85 % o High expectations for success - 94 % 	<p>Building communities</p>

Improvement Initiatives Rationale

We will work to embed our focus on excellence in teaching and learning and achieving continuous improvement in student achievement and learning growth. We will also focus on strengthening students' ownership of their learning and further build the three-way partnership of students, parents and teachers.

The focus of the Strategic Plan will be on:

- The work of our Professional Learning teams and their capacity
- Strengthening the practices within our PLTs to effectively gather and use data to identify gaps in learning and to accurately evaluate progress on the learning continuum for every student.
- Building every teacher's capacity to increase students' intellectual engagement and participation in learning by embedding 'visible' learning principles
- The use of digital technologies across the curriculum
- More student centered approaches to teaching and learning

Goal 1	Goal 1: To improve the learning outcomes and growth for every student with a particular focus on Literacy, Numeracy and Science.
12 month target 1.1	Use PH-S specific growth targets
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	To refine our EPS Instructional Model to incorporate High Impact Teaching Strategies and to strengthen its implementation in all our teaching and learning practices.
KIS 2	To refine and embed a guaranteed and viable curriculum so there is a clear and consistent approach to teaching and learning in Literacy, Numeracy and Science.
KIS 3	To implement a consistent approach to the triangulation of student achievement data to drive accurate planning for student learning needs and to measure the impact of our instruction.
KIS 4	To focus on our approach to building leadership capacity to drive school improvement.

Goal 2	Goal 2: Build every teacher's capacity to empower students to be more intellectually engaged, independent and self-aware learners.
12 month target 2.1	<ul style="list-style-type: none"> • Stimulated Learning – 88 % • Learning Confidence – 70 % • Advocate at school – 72 % • Self-regulation and goal setting – 70 %
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Build teacher capacity to empower students in their own learning.
KIS 2	Consistently establish meaningful learning goals through enhanced feedback processes from teachers to students, using reflective practices, peer and self assessment.

Goal 3	Goal 3: To establish meaningful partnerships with parents and enable their active engagement in their children's learning and the life of the school community.
12 month target 3.1	<ul style="list-style-type: none"> o School Connectedness – 91 % o General satisfaction – 91 % o Effective teaching - 87 % o Stimulating Learning – 85 % o High expectations for success - 94 %
FISO Initiative	Building communities
Key Improvement Strategies	
KIS 1	Develop and strengthen the three-way educational partnership with parents and families.
KIS 2	Extend students' capacity to articulate and share their learning and successes in the classroom and with their parents.

Define Evidence of Impact and Activities and Milestones - 2018

Exford Primary School (3423)

Goal 1	Goal 1: To improve the learning outcomes and growth for every student with a particular focus on Literacy, Numeracy and Science.			
12 month target 1.1	Use PH-S specific growth targets			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	To refine our EPS Instructional Model to incorporate High Impact Teaching Strategies and to strengthen its implementation in all our teaching and learning practices.			
Actions	<p>Further develop a consistent understanding of High Impact Teaching Strategies across all teaching staff.</p> <p>Further develop processes that enable teachers to reflect on their use of High Impact Teaching Strategies</p> <p>Regularly and systematically provide feedback to teachers (from colleagues and students) about curriculum, teaching and learning</p>			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> * Articulate their learning goals in every lesson * Receive regular feedback on the achievement of their learning goals * Be able to think about their goals metacognitively <p>Teachers will use:</p> <ul style="list-style-type: none"> * More evidence based research to inform their work * Reflect on their own proficiency with HITS * Articulate a shared vocabulary and effective practices. * Use HITS in their action research <p>School leaders will:</p> <ul style="list-style-type: none"> * Conduct regular Learning Walks and provide timely feedback to teaching teams * Prioritise our professional learning schedule 			
Activities and Milestones	Who	Is this a Professional	When	Budget

		Learning Priority		
Curriculum day used to unpack and develop common understanding of High Impact Teaching Strategies	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop and utilise a reflective tool to self-assess teacher proficiency of the High Impact Teaching Strategies Use reflective tool to develop PDP goal(s) and set collaborative Growth Goal groups that will meet at least twice per term	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Refine E.P.S. Instructional Model to include information from the High Impact Teaching Strategies document	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	Goal 1: To improve the learning outcomes and growth for every student with a particular focus on Literacy, Numeracy and Science.
12 month target 1.1	Use PH-S specific growth targets
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	To refine and embed a guaranteed and viable curriculum so there is a clear and consistent approach to teaching and learning in Literacy, Numeracy and Science.
Actions	Continue to unpack the Victorian Curriculum to ensure clear expectations for each subject and each year level Review, revise and further develop consistent practices in teaching Literacy, Numeracy and Science
Evidence of impact	Students will: * Articulate their learning goals in every lesson, with understanding of their next learning * Receive regular feedback on the achievement of their learning goals * Be able to think about their goals metacognitively

	<p>Teachers will:</p> <ul style="list-style-type: none"> * Use the school developed curriculum documents which outline a continuum for learning * Have a deeper understanding of the Victorian Curriculum (which will lead to greater consistency of teacher judgement) * Design assessment tasks which directly relate to the Victoria Curriculum <p>School leaders will:</p> <ul style="list-style-type: none"> * Engage with all teaching teams on a weekly basis (Leading Teachers attend all PLT Meetings) * Prioritise our professional learning schedule 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Form Curriculum Action Teams (CATS) for Literacy, Numeracy and Project Based Learning</p> <ul style="list-style-type: none"> - Teams will use data to drive improvement in their subject areas - Will create action plans - Create E.P.S. curriculum proficiency scale continuum documentation 	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Research into current Literacy practices:</p> <ul style="list-style-type: none"> - Observations - Discussions with teachers - Data analysis - Evidence based research - Student shadowing and interviews - links to Literacy Portal 	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Revise E.P.S. common practices document for Literacy	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Revise E.P.S. common practices document for Numeracy to include changes to our practice over the previous years	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Curriculum day focus on Literacy strategies identified in the Literacy Toolkit (Literacy and Numeracy Strategy)	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
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Goal 1	Goal 1: To improve the learning outcomes and growth for every student with a particular focus on Literacy, Numeracy and Science.			
12 month target 1.1	Use PH-S specific growth targets			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 3	To implement a consistent approach to the triangulation of student achievement data to drive accurate planning for student learning needs and to measure the impact of our instruction.			
Actions	<p>Strengthen teachers' capacity to moderate effectively and to triangulate data to make more consistent judgements of each student's learning progress.</p> <p>Further strengthen the PLT's use of assessment tools to drive teaching and learning</p>			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> * Articulate their learning goals in every lesson * Articulate that they are experiencing the right level of challenge in their learning * Receive regular feedback on the achievement of their learning goals * Be able to think about their goals metacognitively <p>Teachers will:</p> <ul style="list-style-type: none"> * Use the school developed assessment schedule and enter all data onto SPA Markbook for individual student and cohort data analysis * Demonstrate greater consistency of teacher judgement <p>School leaders will:</p> <ul style="list-style-type: none"> * Engage with all teaching teams on a weekly basis (Leading Teachers attend all PLT Meetings) * Prioritise our professional learning schedule 			
Activities and Milestones	Who	Is this a Professional	When	Budget

		Learning Priority		
Revise current E.P.S. assessment schedule	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Introduce new triangulation tool to teaching staff	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop proficiency scales for each major unit of work using the EPS curriculum documents	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Dedicated PLCs and PLT meetings for the moderation of student data and work samples	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Curriculum day focus on formative assessment (Term 3)	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Consolidate our use of 'Cold Write' (VCOP) as an assessment tool in Writing.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	Goal 1: To improve the learning outcomes and growth for every student with a particular focus on Literacy, Numeracy and Science.
12 month target 1.1	Use PH-S specific growth targets
FISO Initiative	Building practice excellence
Key Improvement Strategy 4	To focus on our approach to building leadership capacity to drive school improvement.

Actions	* Duplicate Leading Teacher- Educational Leader role - each LT-EL to work with half the school PLTs - planning, assessment and coaching * Developing PLT Leaders' knowledge and capacity to lead their teams			
Evidence of impact	School leaders will: * Engage with all teaching teams on a weekly basis (Leading Teachers attend all PLT Meetings) * Prioritise our professional learning schedule			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Participate in the Bastow Leading Literacy PL (7 days)	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$13,300.00 <input type="checkbox"/> Equity funding will be used
School developed leadership preparation day	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Continue with weekly leadership meetings which includes: - professional practice - strategic direction - operational	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Utilise reflective tools to develop leadership PDP goals for all leaders (Learning by doing, Collaborative teams that transform schools). Use	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Duplicate Leading Teacher- Educational Leader role - each LT-EL to work with half the school PLTs - planning, assessment and coaching - equity funds to add to SRP funds	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$211,183.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	Goal 2: Build every teacher's capacity to empower students to be more intellectually engaged, independent and self-aware learners.			
12 month target 2.1	<ul style="list-style-type: none"> • Stimulated Learning – 88 % • Learning Confidence – 70 % • Advocate at school – 72 % • Self-regulation and goal setting – 70 % 			
FISO Initiative	Empowering students and building school pride			
Key Improvement Strategy 1	Build teacher capacity to empower students in their own learning.			
Actions	* Teachers will engage students with their learning goals (discussing the student data from which the goals are formed).			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> * Articulate their learning goals in every lesson * Be able to identify samples of work which provide evidence of meeting their goals * Receive regular feedback on the achievement of their learning goals * Be engaged in developing the driving questions for their Project Based Learning units. <p>Teachers will:</p> <ul style="list-style-type: none"> * Use student and cohort data analysis to develop challenging goals for students * Engage students in self assessment against the achievement of the goals (What am I learning and why and how will I know I have been successful?) * Use student voice as a form of feedback. <p>School leaders will:</p> <ul style="list-style-type: none"> * Continue to use student shadowing in Learning Walks to provide student insights into our work 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Provide professional learning for teachers to best engage students with their own achievement data in order to form effective goals.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Empower students to articulate their learning goals and to reflect on their achievement.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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Goal 2	Goal 2: Build every teacher's capacity to empower students to be more intellectually engaged, independent and self-aware learners.
12 month target 2.1	<ul style="list-style-type: none"> • Stimulated Learning – 88 % • Learning Confidence – 70 % • Advocate at school – 72 % • Self-regulation and goal setting – 70 %
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 2	Consistently establish meaningful learning goals through enhanced feedback processes from teachers to students, using reflective practices, peer and self assessment.
Actions	<ul style="list-style-type: none"> * Teachers will further develop and deepen their understanding of formative assessment and providing feedback. * To develop teachers' capacity to support students to be reflective learners.
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> * Articulate their learning goals in every lesson * Be able to identify samples of work which provide evidence of meeting their goals * Receive regular feedback on the achievement of their learning goals * Be engaged in developing the driving questions for their Project Based Learning units. <p>Teachers will:</p> <ul style="list-style-type: none"> * Use student and cohort data analysis to develop challenging goals for students * Engage students in self assessment against the achievement of the goals (What am I learning and why and how will I know I have been successful?) * Use student voice as a form of feedback. <p>School leaders will:</p> <ul style="list-style-type: none"> * Continue to use student shadowing in Learning Walks to provide student insights into our work

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Purchase Dylan Williams's text, 'Embedding Formative Assessment' for the Leadership Team.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$230.00 <input type="checkbox"/> Equity funding will be used
Use Dylan Williams's text, 'Embedding Formative Assessment' as a mentor text for the Leadership Team.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	Goal 3: To establish meaningful partnerships with parents and enable their active engagement in their children's learning and the life of the school community.
12 month target 3.1	<ul style="list-style-type: none"> o School Connectedness – 91 % o General satisfaction – 91 % o Effective teaching - 87 % o Stimulating Learning – 85 % o High expectations for success - 94 %
FISO Initiative	Building communities
Key Improvement Strategy 1	Develop and strengthen the three-way educational partnership with parents and families.
Actions	* Improve our use of Seesaw to communicate and make learning visible to our students' families.
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> * Articulate their learning goals in every lesson * Be able to identify samples of work which provide evidence of meeting their goals * Receive regular feedback on the achievement of their learning goals. <p>Teachers will:</p> <ul style="list-style-type: none"> * Use student and cohort data analysis to develop challenging goals for students

	<p>* Engage students in self assessment against the achievement of the goals (What am I learning and why and how will I know I have been successful?)</p> <p>* Use student voice as a form of feedback.</p> <p>School leaders will:</p> <p>* Continue to use student shadowing in Learning Walks to provide student insights into our work</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Reflect and clarify on the role of the teacher, student and parent in the PST Conferences (post Seesaw).	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Invite parents to our Term 1 Parent Information evening where students and teachers will model using Seesaw.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop and share our 'How to read proficiency scales' document with our families	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	Goal 3: To establish meaningful partnerships with parents and enable their active engagement in their children's learning and the life of the school community.
12 month target 3.1	<ul style="list-style-type: none"> o School Connectedness – 91 % o General satisfaction – 91 % o Effective teaching - 87 % o Stimulating Learning – 85 % o High expectations for success - 94 %
FISO Initiative	Building communities

Key Improvement Strategy 2	Extend students' capacity to articulate and share their learning and successes in the classroom and with their parents.			
Actions	Develop a consistent and visible learning model for students to enable them to be active partners in their learning. Students are able to articulate their own learning progress, their next learning and how they will achieve it (using proficiency scales).			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> * Articulate their learning goals in every lesson * Be able to identify samples of work which provide evidence of meeting their goals * Receive regular feedback on the achievement of their learning goals <p>Teachers will:</p> <ul style="list-style-type: none"> * Use student and cohort data analysis to develop challenging goals for students * Engage students in self assessment against the achievement of the goals (What am I learning and why and how will I know I have been successful?) * Use student voice as a form of feedback. <p>School leaders will:</p> <ul style="list-style-type: none"> * Continue to use student shadowing in Learning Walks to provide student insights into our work 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Explanation of proficiency scale rubrics for Seesaw.	Team Leader(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop students' ability to articulate their learning goals - videos posted to Seesaw	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

Exford Primary School (3423)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Curriculum day used to unpack and develop common understanding of High Impact Teaching Strategies	Leading Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop and utilise a reflective tool to self-assess teacher proficiency of the High Impact Teaching Strategies Use reflective tool to develop PDP goal(s) and set collaborative Growth Goal groups that will meet at least twice per term	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Refine E.P.S. Instructional Model to include information from the High Impact Teaching Strategies document	Leading Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Form Curriculum Action Teams (CATS) for Literacy, Numeracy and Project Based Learning - Teams will use data to drive improvement in their subject areas - Will create action plans - Create E.P.S. curriculum	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

proficiency scale continuum documentation						
Research into current Literacy practices: - Observations - Discussions with teachers - Data analysis - Evidence based research - Student shadowing and interviews - links to Literacy Portal	Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Revise E.P.S. common practices document for Literacy	Leading Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Revise E.P.S. common practices document for Numeracy to include changes to our practice over the previous years	Leading Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Curriculum day focus on Literacy strategies identified in the Literacy Toolkit (Literacy and Numeracy Strategy)	Leadership Team	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Revise current E.P.S. assessment schedule	Leading Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Develop proficiency scales for each major unit of work using the EPS curriculum documents	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Dedicated PLCs and PLT meetings for the moderation of student data and work samples	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Curriculum day focus on formative assessment (Term 3)	Assistant Principal	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> External consultants TBC	<input checked="" type="checkbox"/> On-site
Consolidate our use of 'Cold Write' (VCOP) as an assessment tool in Writing.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Participate in the Bastow Leading Literacy PL (7 days)	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow - application for an Exford team to be involved

School developed leadership preparation day	Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<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.

Dimension 1

[Exford PS - 2016 School Self Evaluation \(Final\).pdf \(3.05 MB\)](#)

2018 Annual Implementation Plan

[Exford PS - 2017-2020 SSP - SC endorsed.pdf \(0.44 MB\)](#)

[Exford PS No 2 - 2016 School Self Evaluation - PLT Leaders.pdf \(2.49 MB\)](#)