2018 Annual Implementation Plan

for improving student outcomes

Albany Rise Primary School (5427)

Submitted for review by Judith Drew (School Principal) on 27 November, 2017 at 05:59 PM
Endorsed by Allen McAuliffe (Senior Education Improvement Leader) on 17 December, 2017 at 12:46 PM
Endorsed by Ben Rowe (School Council President) on 15 February, 2018 at 09:38 AM

Self-evaluation Summary - 2018

Albany Rise Primary School (5427)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Emerging moving towards Evolving
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging moving towards Evolving

Professional leadership	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Emerging moving towards Evolving

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

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

Enter your reflective comments	2017 has been a year of significant change and review for Albany Rise Primary School. the acquisition of staff new to the school and in new roles across the school has created the need for significant resources to be provided for staff development and training, and an evaluation of the roles and purpose of leadership teams and action plans.
	During the whole school review process, opportunities for improvement in teaching and learning practices became evident, with the need for a greater emphasis on clear learning intentions, a school-wide understanding of high impact teaching strategies and the consistent use of a refined instructional model a clear future focus for planning and goal setting.
	Specific learning areas in need of attention were apparent through data analysis; mathematics (number) and oral language high on the agenda for strategic planning. Current projects and resourcing currently underway have already supported the future direction of curriculum and pedagogical development, including resourcing a STEM centre and Play Based outdoor learning space for 2018 and beyond. Engaging the PLT Curriculum team leaders in the reflective process when analysing AIP actions and goals has, and will continue to have a positive impact on staff engagement in future plans for school curriculum improvements.
	When undertaking a critical analysis of the school progress against FISO continuum of practice rubric, the PLT team noted many of the emerging areas were moving towards evolving, with very positive progress in building a positive climate for

	learning. This has been a major focus of our work in 2017, in order to set expectations and build school pride as a platform for future high expectations in learning and academic rigour. The reflective process also highlighted many opportunities for improvement in teaching and learning, including building staff capacity in tracking student process though high level data capturing and analysis and creating team SMART goals.
Considerations for 2019	Throughout the 2013-2017 SSP and school based 2017 AIP review process a number of key objectives and themes have become apparent. These focus areas are also indicated as opportunities for growth by student and parent survey data. In 2018, student engagement in learning through regular feedback and tracking of progress is a high priority. To ensure this becomes a reality, curriculum planning and assessment, alongside evidence based high impact teaching strategies are key initiatives for goal setting and improvement strategies. We aim to continue the positive steps already underway in setting expectations and promoting inclusion across the school, by further embedding our School Wide Positive Behaviour expectations, school values and clear vision for ARPS. In 2018, Professional Learning through the Berry Street program aims to further empower staff and create a school focused on academic rigour and pride in our achievements. We aim to partner with parents and the community to promote the school as a centre for learning and academic achievement.
Documents that support this plan	AIP 2017 Albany Rise end of year reflection re FISO & SPOT.docx (0.13 MB) Pre-review Self-evaluation Report ARPS FINAL.1.docx (0.97 MB)

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Albany Rise Primary School (5427)

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 maximise student performance and learning growth in literacy and numeracy.	Improved student outcomes in NAPLAN growth from Years 3 to 5 in all areas, with low growth less than 25% and high growth at least 25% Achieve high relative growth at or above state benchmarks, and above similar schools.	Yes	Improved student outcomes in NAPLAN growth from Year 3 to 5 in Reading and Number, with low growth less than 25%	Curriculum planning and assessment
	All students demonstrating a minimum of 12 months growth for the academic year according to teacher judgements against the Victorian Curriculum in English and Mathematics.	Yes	All students demonstrating a minimum of 12 months growth for the academic year according to teacher judgements against the Victorian Curriculum in English and Mathematics, with a focus on middle and high performing student learning growth.	Curriculum planning and assessment
	Improve student performance in top two bands of NAPLAN reading, writing and number by 10% whilst decreasing the number of students in year 3 and 5 at or below NMS to zero, for students deemed capable.	Yes	Improve student performance in top two bands of NAPLAN reading, writing and number by 10%	Curriculum planning and assessment
	Demonstrated year by year improvements ot staff opinion data in the area of academic emphasis. Demonstrated and measured reduction in the gap between teacher judgement data and Australian normed assessments (e.g. PATM, PATR, NAPLAN, On Demand).	No		

Develop, implement and continuously review the school's instructional model to enhance learning growth, engagement and a productive school culture.	Increase and Maintain 'Attitudes To School' survey (ATTS) results in stimulating learning and teacher effectiveness to at least 2nd quartile.	Yes	Increase 'Attitudes To School' survey (ATTS) results in stimulating learning and effective teaching time by 10% as compared to 2017 results.	Building practice excellence
	Demonstrated year by year improvements in student ATTS measures for: • differentiated learning challenge • high expectations for success • learning confidence • motivation and interest • resilience · student voice and agency · sense of inclusion · classroom behaviour.	Yes	Increase Student ATTS results for 'resilience', 'classroom behaviour' and 'high expectations for success' compared to 2017.	Building practice excellence
	Demonstrated year by year improvements in staff opinion measures for: • collective efficacy • collective responsibility • collective focus on student learning · teacher collaboration · professional learning	No		

	Increase Parent Opinion Survey results in the area of Teacher Communication and Behaviour Management with results maintained in the 2nd quartile.	Yes	Increase Parent Opinion Survey results in the area of Teacher Communication and Behaviour Management when compared to 2017.	Building practice excellence

Improvement Initiatives Rationale
The ARPS 4 year strategic review report (SSP 2013-2017) contained suggested goals, targets and key improvement strategies which have been incorporated into this AIP plan. Data and analysis from the review point to a range of opportunities for improvement including: student outcomes in numeracy (in particular) and literacy; student engagement in learning; student agency; parent/school partnerships; developing teacher leaders; teacher capacity in planning, assessment and pedagogy and developing school pride in a positive learning environment. Through a series of meetings to evaluate our current programs and 2017 AIP with Principal class and school Curriculum Professional Learning Team leaders (Literacy, STEM and Student Wellbeing), the following opportunities for improvement and ideas for moving further on the FISO Continua of Practice were raised: Excellence in Teaching and Learning: Peer observation of practice to feature a clear instructional model with HITS at the centre. Collection, feedback and analysis of accessible, specific data to provide useful information for teaching and learning. Clear curriculum planning expectations from whole school to individuals. Professional Leadership: Professional Learning opportunities to be planned, more closely linked to PDPs, driven by PLT action plans through AIP and monitored for equity, needs and sharing of knowledge across the staff group. All staff to have identified roles as leaders within the school. Positive climate for learning: Rigorous, high expectations for all and pride in achievements. Build on current practices and enhance with new learning, empowering staff and students and including parents and the wider school community. Community engagement in Learning: enhance opportunities for parents and community groups to positively engage in school activities to promote student learning and achievements.

Goal 1	To maximise student performance and learning growth in literacy and numeracy.
12 month target 1.1	Improved student outcomes in NAPLAN growth from Year 3 to 5 in Reading and Number, with low growth less than 25%
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	Build teacher capacity to provide high quality, evidence based group instruction, regular supplemental instruction and individualised interventions for all students.

12 month target 1.2	All students demonstrating a minimum of 12 months growth for the academic year according to teacher judgements against the Victorian Curriculum in English and Mathematics, with a focus on middle and high performing student learning growth.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	Effectively audit and implement the Victorian Curriculum to ensure all students have access to a guaranteed and viable curriculum.
KIS 2	Effectively use collective assessment data to inform planning and differentiated instruction.
12 month target 1.3	Improve student performance in top two bands of NAPLAN reading, writing and number by 10%
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	Build teacher capacity to utilise high impact teaching strategies, with a focus on literacy and numeracy.
KIS 2	Provide targeted and whole school professional learning in relation to gathering and using quality data to identify and respond to the needs of high performing students

Goal 2	Develop, implement and continuously review the school's instructional model to enhance learning growth, engagement and a productive school culture.
12 month target 2.1	Increase 'Attitudes To School' survey (ATTS) results in stimulating learning and effective teaching time by 10% as compared to 2017 results.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Utilise high impact teaching strategies to enhance engagement and learning growth.

KIS 2	Build leadership capacity and support a distributed leadership approach.
KIS 3	Develop an agreed whole school approach to positive education and student resilience, to support student health and wellbeing.
12 month target 2.2	Increase Student ATTS results for 'resilience', 'classroom behaviour' and 'high expectations for success' compared to 2017.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Initiate whole school uptake of the Berry Street framework linked to high expectations.
KIS 2	Re- invigorate whole school expectations in relation to restorative practices and circle time, engaging staff, students and parents.
12 month target 2.3	Increase Parent Opinion Survey results in the area of Teacher Communication and Behaviour Management when compared to 2017.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Engage students with their learning through the implementation of a structured literacy and numeracy program and whole school curriculum plan with an emphasis on school/community partnerships.

Define Evidence of Impact and Activities and Milestones - 2018

Albany Rise Primary School (5427)

Goal 1	To maximise student performance and learning growth in literacy and numeracy.
12 month target 1.1	Improved student outcomes in NAPLAN growth from Year 3 to 5 in Reading and Number, with low growth less than 25%

FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 1	Build teacher capacity to provide high quality, evidence based group instruction, regular supplemental instruction and individualised interventions for all students.
Actions	Use current data sets to identify individual and cohort outcomes from previous 2 years. Ensure classroom teachers in year 2-6 have access to data sets and identify students with potential low growth in reading and mathematics. Critically review NAPLAN question level data in teaching teams and develop curriculum plans to address the learning needs of individuals and cohorts. Provide continuous feedback to students in relation to their learning progress for reading and number. Ensure all staff can identify and effectively teach to the varied academic skills and knowledge of students they teach. Provide targeted support and professional learning for staff to enhance the provision of Reading, Spelling and Mathematics programs.
Evidence of impact	Fewer students achieving low growth in year 5 NAPLAN Reading. Fewer students achieving low growth in year 5 NAPLAN Mathematics. Teachers able to identify, through data and anecdotal records, student learning growth in reading and number. Teachers able to demonstrate their differentiated teaching, learning and planning approach through incorporating the Instructional Model and school based programs in literacy and numeracy. Students able to articulate their learning growth.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Introduce and provide Professional Learning for staff to implement key Literacy and Numeracy programs and approaches: - Writing (VCOP) -Reading (Conferencing) -Spelling (Jolly Phonics) -Number (instant recall & automaticity)	PLT Leaders	☑ Yes	from: Term 1 to: Term 4	$4,000.00 ☐ Equity funding will be used
Classroom teachers in year 2-6 have access to data sets and identify students with potential low growth in reading and mathematics. Create ILPs for these students, if required.	Teacher(s)	☐ No	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used

Use current data sets to identify individual and cohort outcomes from previous 2 years.					
Critically review NAPLAN question level data in teaching teams and develop curriculum plans to address the learning needs of individuals and cohorts.	Year Level Co-ordinator(s)	☐ No	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used	
Ensure students 'at risk' in Mathematics have access to the Quicksmart program and that the program and appropriately resourced, timetabled and staffed to meet student needs.	Leading Teacher(s)	☐ No	from: Term 1 to: Term 4	$15,140.00 ☑ Equity funding will be used	

Goal 1	To maximise student performance and learning growth in literacy and numeracy.
12 month target 1.2	All students demonstrating a minimum of 12 months growth for the academic year according to teacher judgements against the Victorian Curriculum in English and Mathematics, with a focus on middle and high performing student learning growth.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 1	Effectively audit and implement the Victorian Curriculum to ensure all students have access to a guaranteed and viable curriculum.
Actions	Resource and prioritise literacy and numeracy in the early years. Develop whole school yearly, term and weekly planning documents that provide targeted and sequential learning opportunities for all students. Curriculum Team leaders and Level team leaders work with the Leading teacher (Curriculum & Assessment) to review the ARPS Curriculum Plan when developing Year, Term and Weekly planning documents. Planning teams (Level) audit Reading, Writing and Number Learning Intentions against the Victorian Curriculum each term. Reporting Checklists for Reading, Writing and Number developed at each level (excel) and shared with Leading teacher. Review Oral Language component of the Victorian Curriculum in level teams and develop appropriate student/ teacher assessment tools, identifying expected learning outcomes. Targeted intervention for students identified as 'at risk' of low growth in literacy - provided by Leading teacher (0.6) and WSC (0.5 Literacy Liaison teacher) Targeted extension programs for middle and high performing students in Writing, Reading and Mathematics. Provide clear program outlines and whole school expectations for Writing (VCOP), Spelling (Jolly Phonics), Reading (conferencing) and Number (instant recall)

Evidence of impact	All classroom teachers will have reporting checklists for Reading, Writing and Number that provide information from continuous assessment which supports student reporting and targeted feedback on learning. Term planning documents will contain a Term by Term audited curriculum in Reading, Writing and Number, taken from the Victorian Curriculum. ARPS Curriculum Plan for 2018 will be a complete and 'living' document, including key program outlines for Writing, Reading and Number Student achievement data will demonstrate measured growth against a range of assessments.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Professional Practice Planning Days (2: March & September 2018)	Teacher(s)	☑ Yes	from: Term 1 to: Term 3	$13,600.00 ☐ Equity funding will be used
Literacy Intervention Program (Targeted) for students 'at risk' in year F-3	Leading Teacher(s)	☐ No	from: Term 1 to: Term 4	$63,000.00 ☑ Equity funding will be used
Literacy Support Program (WSC) for students in Year 5-6	Teacher(s)	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Numeracy Intervention Program F-2	Teacher(s)	☐ No	from: Term 1 to: Term 4	$18,000.00 ☑ Equity funding will be used
Curriculum Team leaders and Level team leaders work with the Leading teacher (Curriculum & Assessment) to review the ARPS Curriculum Plan when developing Year, Term and Weekly planning documents and assessing student outcomes. Professional Practice days to target individual staff and team needs to support planning and assessment.	Team Leader(s)	☑ Yes	from: Term 2 to: Term 4	$13,600.00 ☐ Equity funding will be used

Whole School Curriculum Plan updated and reviewed to include 2 year inquiry model incorporating the capabilities, Science and Humanities areas of the Victorian Curriculum.	PLT Leaders	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
VCOP FISO cluster PL moderation days in Term 2 and 4 with cluster schools	Teacher(s)	☑ Yes	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 1	To maximise student performance and learning growth in literacy and numeracy.
12 month target 1.2	All students demonstrating a minimum of 12 months growth for the academic year according to teacher judgements against the Victorian Curriculum in English and Mathematics, with a focus on middle and high performing student learning growth.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 2	Effectively use collective assessment data to inform planning and differentiated instruction.
Actions	Establish a whole school approach to the generation, analysis of assessment data Implement a whole school approach to Numeracy, including assessment framework. Designate and provide training for school based 'Data & Assessment' coordinator. Assessment schedule to be re-written to specifically outline types of data to be collected for Reading and Number. Data sets to be available to all staff via Compass and SPA. Assign staff member to regularly update and monitor the use and collection of assessment information across all year levels. Develop meeting schedule to specifically outline data to be analysed and the actions preceding and post each data meeting to inform planning and feedback to all stakeholders.
Evidence of impact	Data for Reading, Writing and Number will be available for all students and cohorts of students (eg. ATSI, OOHC, EAL, PSD) showing growth over time. Professional Learning undertaken by Leading teacher in use of Compass, SPA, ACER, VCAA, NAPLAN and other data tools and resources. All staff can readily access and discuss growth data for students with whom they work. Student portfolio pieces each have assessment/ outcome criteria attached which students can create, understand and comment on. Student Portfolios and ongoing assessments are effectively used for reporting and planning.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Provision of new ACER assessment tools and training in use of these tools. Use of tools to identify students 'at risk' in literacy and numeracy and track progress.	Leadership Team	☑ Yes	from: Term 1 to: Term 2	$5,000.00 ☑ Equity funding will be used
Use of SPA and Compass software to track student data and performance.	PLT Leaders	☐ No	from: Term 2 to: Term 4	$5,500.00 ☐ Equity funding will be used
Develop a Number skills scope and sequence with all staff, and include routine and continuous, targeted number fact assessment and tracking for students from F-6. Outline the approach in the whole school curriculum plan.	PLT Leaders	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Devise and implement whole school approaches to the teaching, assessment and tracking of reading fluency and comprehension. Review the use of Reading data wall information. Outline the approach in the whole school curriculum plan.	PLT Leaders	☐ No	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used
Review whole school approaches to the teaching, assessment and tracking of oral language and inquiry approaches, including the introduction of STEM pedagogy. Outline the approach in the whole school curriculum plan.	PLT Leaders	☐ No	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 1	To maximise student performance and learning growth in literacy and numeracy.
12 month target 1.3	Improve student performance in top two bands of NAPLAN reading, writing and number by 10%
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 1	Build teacher capacity to utilise high impact teaching strategies, with a focus on literacy and numeracy.

Actions	Continue to refine and embed the Instructional Model (IM) in line with High Impact Teaching Strategies (HITS). Ensure Peer Observations of Practice are integral to the Professional Learning and PDP cycle. Set clear and achievable targets for classes, cohorts and individuals Empower team leaders to support classroom teachers in developing high quality teaching and learning plans linked directly to student learning outcomes and progress in literacy and numeracy. Appoint a Numeracy Leader and Literacy Leader as members of the PLT curriculum leadership team. Enhance opportunities for PLT leaders to develop achievable action plans in line with AIP initiatives and goals. Review of planning documentation for Term planning, specifically outlined and agreed on by all staff. Access Support and resources through inclusion in PLC team project linked with network schools for literacy. Undertake the 'Teaching Partnerships' initiative to ensure HITS are effectively used.
Evidence of impact	Teaching staff confidently use high impact teaching strategies when teaching literacy and numeracy sessions. Teaching staff confidently utilise the whole school Instructional Model (IM) for planning, teaching and learning. Students in the top 2 bands of NAPLAN can articulate their learning progress. Planning documentation across the school aligns with whole school expectations and the ARPS curriculum plan. 'Teaching Partnerships' initiative successfully undertaken.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Whole school instructional Model is updated with HITS embedded and linked to documentation.	Leading Teacher(s)	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
ILPs and learning goals to be developed for all students in Year 3-6 working 12 months or more above their current year level according to assessment data in number, writing and reading.	Teacher(s)	☐ No	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used
Professional Learning scheduled (in school) for all teaching staff targeting specific HITS, as agreed by teachers based on needs. All teaching staff to undertake a minimum of 1 Peer Observation session each term, including feedback and reflection in relation to IM and HITS.	Principal	☑ Yes	from: Term 1 to: Term 4	$15,000.00 ☐ Equity funding will be used

Prioritise opportunities for celebration of program development and student achievement for all members of the school community. Student and Staff celebrations of learning success to be developed and shared at the end of each unit of work or special event.	All Staff	☐ No	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used
Develop planning documentation standards for use across the school.	Leadership Team	☐ No	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Teaching Partnerships initiative undertaken with a focus on building teacher pedagogy and repertoire, particularly in 'high needs' classrooms.	Leading Teacher(s)	☑ Yes	from: Term 1 to: Term 3	$20,000.00 ☐ Equity funding will be used

Goal 1	To maximise student performance and learning growth in literacy and numeracy.
12 month target 1.3	Improve student performance in top two bands of NAPLAN reading, writing and number by 10%
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 2	Provide targeted and whole school professional learning in relation to gathering and using quality data to identify and respond to the needs of high performing students
Actions	Develop the capabilities of leaders focused on improvement (evidence, feedback, professional learning) Differentiate learning / assessment (including learning intentions, success criteria, feedback) Identify students currently in, or capable of achieving in the top 2 bands of NAPLAN for reading, writing and number. Empower the Assessment and Curriculum coordinator to gather level team data and support teams to develop effective assessment tools and routines. Clearly articulate roles and responsibilities of all staff members in the use of data for tracking and driving whole school academic progress. Review induction processes and documentation to ensure key priorities, including the use of data for tracking progress, is clearly articulated.
Evidence of impact	Performance and Development plans include team and individual SMART goals which link directly to data and AIP goals. Whole School professional learning plan is equitable, strategically linked to AIP and key priorities. All staff roles clearly outlined in documentation. Data tools and routines in place with team support for analysis an collection/ collation of data.

| | Re-write whole school roles and responsibilities booklet and summary pages with input from all staff. Distribute and regularly update for all staff. Documentation includes: Staff Manual, Curriculum Provision booklet, roles and responsibilities booklet, summary pages of roles and responsibilities, school vision, data & meeting schedules. Student Data for literacy and Numeracy is available on request from all classsrrom teachers showing evident of continuos assessment and feedback to students. Students able to clearly articulate their personal learning goals and current level of learning achievment for literacy and numeracy. |

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Whole School Professional Learning plan is clearly articulated and equitable for all.	Principal	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Targeted staff to access data literacy learning opportunities and share this learning with teams and all staff.	Leadership Team	☑ Yes	from: Term 2 to: Term 3	$3,200.00 ☐ Equity funding will be used
All classrooms to display and use Learning intentions (WALT) for Reading, Writing and Number learning sessions. Success Criteria to be clearly evident in planning documentation.	Teacher(s)	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Whole school Term Calendars and meeting schedules clearly identify PL focus linked to AIP. Provision for targeted KIS PL is allocated in Term schedules. PLT and team meeting agendas are structured to align with PL objectives.	Principal	☑ Yes	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 2	Develop, implement and continuously review the school's instructional model to enhance learning growth, engagement and a productive school culture.
12 month target 2.1	Increase 'Attitudes To School' survey (ATTS) results in stimulating learning and effective teaching time by 10% as compared to 2017 results.

FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Utilise high impact teaching strategies to enhance engagement and learning growth.
Actions	Pay rigorous attention to planning and pedagogy for all teaching staff in: setting goals, structuring lessons, feedback and differentiated teaching. Rigorously request and respond to student feedback in relation to these four key HITS. Collect and review student data in relation to their perceptions of their learning environment. Review current Whole School instructional Model to consider and include High Impact Teaching Strategies. Use updated model in planning and reflecting on collegiate peer observations of practice.
Evidence of impact	Improved ATTS data and school based survey data in relation to student perceptions of their learning environment. HITS evident in teacher planning. HITS and instructional model underpin SMART goals in staff Performance and Development Plans (PDPs). High levels of student engagement evident through surveys and behaviour tracking.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
School leadership monitor and support staff to develop and review term and weekly planners.	Leadership Team	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Work with students to develop an ARPS student survey based on current data and perceptions. to be undertaken in Term 1 and Term 4.	Assistant Principal	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Hold student leadership forums each term to provide opportunities for feedback to leadership. Review and revise student leadership training programs, such as GRIP, Peer Mediators, Buddies, etc	Student Wellbeing Co-ordinator	☐ No	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used
Review the whole school 'Quality Beginnings' program and determine evidence based approach to set expectations across the school for staff, parent and students.	Leadership Team	☐ No	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used

Clearly outline Instructional model components addressed through Chatterbox, Inquiry and STEM learning with a focus on meta cognition, Learning Intentions and capabilities within the Victorian Curriculum.	Teacher(s)	☑ Yes	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used
Review current Whole School instructional Model to consider and include High Impact Teaching Strategies. Use updated model in planning and reflecting on collegiate peer observations of practice.	Teacher(s)	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Provide timetabled opportunities for all teaching staff to engage in peer observations of practice with feedback and follow up.	Teacher(s)	☑ Yes	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used

Goal 2	Develop, implement and continuously review the school's instructional model to enhance learning growth, engagement and a productive school culture.
12 month target 2.1	Increase 'Attitudes To School' survey (ATTS) results in stimulating learning and effective teaching time by 10% as compared to 2017 results.
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Build leadership capacity and support a distributed leadership approach.
Actions	Enhance PL opportunities for staff in leading student forums and engaging students in planning and critiquing curriculum and engagement. Establish clear school wide expectations for all staff in relation to the development of a stimulating learning environment. Undertake the PLC (Professional Learning Community) initiative with partner schools and training for upcoming teacher leaders.
Evidence of impact	Staff School Wide Positive Behaviours (SWPB) matrix document developed with all staff. Improved ATTS survey results from students in stimulating learning and teacher effectiveness. PLC initiative successfully undertaken

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Staff SWPB matrix developed. Access to SWPB training for key staff.	Principal	☑ Yes	from: Term 2 to: Term 3	$800.00 ☐ Equity funding will be used
All staff involved in the development of a roles and responsibility overview targeting key improvement initiatives for 2018	Leadership Team	☑ Yes	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
PLC- Professional Learning Community team allocated positions of responsibility and develop clear outline of participation and intended outcomes for PLC work with network schools on improving the curriculum and outcomes for students.	PLC Leaders	☑ Yes	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used
Provide leadership training for teachers in team leadership roles through the PLC initiative. Team leaders to access leadership training through Bastow- middle leaders course or similar.	PLC Leaders	☑ Yes	from: Term 1 to: Term 4	$4,000.00 ☐ Equity funding will be used

Goal 2	Develop, implement and continuously review the school's instructional model to enhance learning growth, engagement and a productive school culture.
12 month target 2.1	Increase 'Attitudes To School' survey (ATTS) results in stimulating learning and effective teaching time by 10% as compared to 2017 results.
FISO Initiative	Building practice excellence
Key Improvement Strategy 3	Develop an agreed whole school approach to positive education and student resilience, to support student health and wellbeing.
Actions	Enhance whole school approaches in supporting students to develop social and emotional capacities. Deliberately foster collaborative learning skills. Develop clear, carefully followed processes and policy for mentoring and responding to student unexplained absences. Allocate the role of Attendance Officer to a leadership team member. Initiate Implementation of Respectful Relationships (RR) teaching and learning program and provide professional learning for staff to implement the initiative.

Evidence of impact	Restorative Practices and Circles occurring in all classrooms and with all staff. Student Wellbeing PLT engaged with students and parents in implementing a clear and AIP focused action plan. A learning environment that is interesting, personally relevant and appropriately challenging, as indicated in student survey responses. Student ATTS data for stimulating learning and teacher effectiveness improves for 2018. Student average absences decrease and student absences are rigorously followed up. the number of unexplained absences decreases dramatically. Respectful Relationships teaching and learning evident in planning, PDP conversations and student actions. RR highlighted in communications and forums with students, staff and parents.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Actively seek to engage parents and students in the Student Wellbeing PLT and related improvement strategies.	PLT Leaders	☑ Yes	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Student Wellbeing PLT to review current programs, policies and documents to ensure Victorian Curriculum capabilities are included in curriculum planning, teaching and learning.	PLT Leaders	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Review attendance policy with staff and clearly outline expectations for staff to track and follow up student absences. Celebrate high levels of attendance at assemblies at the end of each term.	All Staff	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Ensure Respectful Relationships teaching and learning is occurring for all students and staff.	All Staff	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Ensure all staff can access Respectful Relationships resources and work in level teams to plan resilience sessions based on available resources. Provide Access for selected staff to engage in PL for RR.	All Staff	☑ Yes	from: Term 1 to: Term 4	$800.00 ☐ Equity funding will be used

Provide opportunities for all stakeholders to feedback on the RR implementation across the school.	PLT Leaders	☐ No	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used

Goal 2	Develop, implement and continuously review the school's instructional model to enhance learning growth, engagement and a productive school culture.
12 month target 2.2	Increase Student ATTS results for 'resilience', 'classroom behaviour' and 'high expectations for success' compared to 2017.
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Initiate whole school uptake of the Berry Street framework linked to high expectations.
Actions	Staff undertake professional learning in the Berry Street framework, setting high expectations for student engagement in learning. Further develop the School Wide Positive Behaviours actions to support student engagement in learning.
Evidence of impact	All staff to engage in PL for Berry Street and implement across the school. Student SWPB matrix to be reviewed and consistently referred to across the school. High expectations for success and resilience to be a feature of planning and pedagogy. Explicitly teaching of positive behaviours to include interactive links and videos linked to the SWPB matric on the school website.

Activities and Milestones	**Who**	**Is this a Professional Learning Priority**	**When**	**Budget**
Berry Street PL undertaken by all staff- Whole school curriculum day and two 1/2 day training sessions.	Leadership Team	☑ Yes	from: Term 1 to: Term 4	$8,000.00 ☐ Equity funding will be used
Berry Street practices initiated across the school with engagement from all stakeholders.	Leadership Team	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Use and re-introduce whole school Values and SWPB matrix to all students. Create a digitally accessible version with videos and pictures developed by students and hyperlinked to each positive behaviour	All Staff	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Ensure weekly/ bi-weekly key focus behaviours are highlighted across the school, including in classrooms, at assembly and by staff and student leaders. Ensure consistent approaches to reinforce positive behaviours are clear across the school.	All Staff	☐ No	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used

Goal 2	Develop, implement and continuously review the school's instructional model to enhance learning growth, engagement and a productive school culture.
12 month target 2.2	Increase Student ATTS results for 'resilience', 'classroom behaviour' and 'high expectations for success' compared to 2017.
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Re- invigorate whole school expectations in relation to restorative practices and circle time, engaging staff, students and parents.
Actions	Promote restorative practices as the primary process for managing student conflict and maintaining positive relationships. Establish daily circle time activities as a key feature of the whole school resilience and engagement approach.
Evidence of impact	Staff & students routinely engaging in daily circle time activities in every class. Restorative approaches the primary response to peer conflict situations, as evidenced through incident reports and anecdotal records/conversations.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Provide all staff with Professional Learning in relation to restorative practices and circle time.	Assistant Principal	☑ Yes	from: Term 1 to: Term 2	$1,600.00 ☐ Equity funding will be used

Provide regular access for staff to resources to support circle time and restorative practices.	Student Wellbeing Co-ordinator	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 2	Develop, implement and continuously review the school's instructional model to enhance learning growth, engagement and a productive school culture.
12 month target 2.3	Increase Parent Opinion Survey results in the area of Teacher Communication and Behaviour Management when compared to 2017.
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Engage students with their learning through the implementation of a structured literacy and numeracy program and whole school curriculum plan with an emphasis on school/community partnerships.
Actions	Further develop the whole school curriculum plan and audit current curriculum priorities and resource allocation through a digital matrix. Explicitly outline expectations for Reading, Writing and Number skills and knowledge development in the school curriculum plan and scope and sequence documentation. Ensure the curriculum plan encompasses differentiation to engage students at all levels. Provide students with the power to influence their learning through collaborative decision-making and action in the curriculum planning process. Increase and embed opportunities for students to develop learning tasks and engage in self directed learning. Increase and embed opportunities for students to create personalised success criteria and assessment tools based on goals and consistent, appropriately challenging curriculum outcomes. Enhance opportunities for students to use metacognitive skills through inquiry based learning approaches at all levels. Ensure all students have input in the planning and direction of inquiry based curriculum. Carefully consider all extra-curricula opportunities to maximise the impact on learning and engagement. Ensure adequate, up to date, intact digital resources are available for all students to access Review, enhance and embed the role of Parent Class Representatives to have both a social and educational purpose. Ensure a broad, well understood range of communication channels are available to all parents with the school. Create opportunities for parents to engage in learning and information sessions at the school ,and rigorously promote through parent forums and strategic marketing. Re-establish the Student Wellbeing Coordinator role to be central to parent/ school communication.
Evidence of impact	Clear communication of curriculum plans and priorities to all stakeholders. High levels of school engagement, evident through improved attendance rates and decreased incident reports for disengaged

students.
Student portfolios are purposeful and student owned, developed over time.
Students regularly provide feedback on the learning program to teachers.
Students set and monitor progress against individual learning goals.
Greater numbers of parents at all events created to engage parents.
Greater numbers of volunteers for regular educational classroom support.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Ensure the whole school curriculum plan is complete and accessible by all members of the school community. Ensure the plan clearly outlines processes for differentiation, including use of HITS. Provide clear, summarised information to parents and students regarding planned curriculum at every level, each term.	School Leadership Team	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Review homework implementation processes at all levels and develop clear school wide expectations for home/school partnerships based on research and evidence. Provide opportunities for parents to provide feedback about home/school learning partnerships and homework.	Leadership Team	☐ No	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used
Ensure K-F and 6-7 transitions, and internal year to year class transitions allow for opportunities for all stakeholders to identify current and future learning goals, achievements and future learning opportunities to plan and cater for differentiated teaching and learning.	Principal	☑ Yes	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used
Student individual goals are developed at least every term and reflected on throughout the term, with evidence provided through interactions with the teacher. Evidence and feedback on learning is collated in student portfolios, with each item identifying success criteria and student's self reflection.	Teacher(s)	☑ Yes	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Portfolio purpose and content to be clearly established for all staff at the commencement of the school year. Goals, progress and growth is shared with all stakeholders through reporting and other portals (eg. Compass/ class website blog)				
Term planning documentation at each team level includes student input, questions and inquiry direction prior to plans being finalised. Metacognitive tools and skills are outlined in inquiry planners appropriate to students level of understanding. Planners include an opportunity for students to review their learning as well as feedback their perceptions regarding tasks undertaken/ program planning and curriculum implementation.	Leadership Team	☐ No	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used
Whole school 2 year inquiry planner to be enhanced to clearly outline inquiry foci at each level in relation to: STEM (Science Technology Engineering Maths)- year 4-6 Investigations- year 2-3 Chatterbox/play based learning- year F-1 Staff implementing these inquiry models will have PL and additional resources to implement best practice to engage learning, including visits to high performing schools implementing these models.	Teacher(s)	☑ Yes	from: Term 1 to: Term 4	$4,000.00 ☐ Equity funding will be used
Significantly enhance the quality and quantity of digital and technological resources across the school, including: - software for coding and iPad apps - robotics resources for engagement in STEM and inquiry learning - mini iPads for use in Foundation- Year 2 - a bank of netbooks for use in Year 3-6. These will also be utilised for online NAPLAN assessments and other newly purchased online assessment resources.	School Leadership Team	☑ Yes	from: Term 1 to: Term 4	$30,000.00 ☐ Equity funding will be used
Actively invite parents to take part in the Student Wellbeing team meetings relating to Berry Street, SWPB and student engagement initiatives.	PLT Leaders	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Provide a series of Parents as Partners training days early in term 1 for volunteers and parent helpers supporting daily literacy learning in classrooms. Rejuvenate Parent information nights and open days/nights to ensure students have a role to play, thus encouraging parents to attend.	Leadership Team	☐ No	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used	
Enhance and clearly outline the role of Class Parent Rep and Parent Association members, providing a greater say in events and educational activities. Raise the profile of these parents through regular events within the school. Select these parents very early in term 1. Ensure students and parents have targeted roles in Special events including 2018 Fun Fiesta, Market Day, Talent Quest and student led conferences.	Principal	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used	
Enhance the role of the School Council Marketing sub committee and raise communication opportunities through: Class Dojo in every class ARPS Facebook page Compass parent portal ARPS Website & newsletter Flexibuzz- instant messaging Daily Face-to-face interactions Start of Term hard copy Newsletter information sheets Parent Association information board Raise the profile of School Council Facilities sub committee and Parent Association and regularly acknowledge the work of families and community stakeholders in creating an engaging and safe learning environment. Clearly share and celebrate key improvements within the school environment, acknowledging the work of key stakeholders.	Principal	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used	

Professional Learning and Development Plan - 2018

Albany Rise Primary School (5427)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Introduce and provide Professional Learning for staff to implement key Literacy and Numeracy programs and approaches: - Writing (VCOP) -Reading (Conferencing) -Spelling (Jolly Phonics) -Number (instant recall & automaticity)	PLT Leaders	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Literacy expertise ☑ Leadership partners ☑ Internal staff	☑ On-site
Professional Practice Planning Days (2: March & September 2018)	Teacher(s)	from: Term 1 to: Term 3	☑ Planning ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Professional Practice Day	☑ Literacy expertise ☑ Internal staff ☑ Literacy Leaders	☑ On-site
Curriculum Team leaders and Level team leaders work with the Leading teacher (Curriculum & Assessment) to review the ARPS Curriculum Plan when developing Year, Term and Weekly planning documents and assessing student outcomes. Professional Practice days to target individual staff and team needs to support planning and assessment.	Team Leader(s)	from: Term 2 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Curriculum development	☑ Whole School Student Free Day ☑ Professional Practice Day ☑ Timetabled Planning Day	☑ Literacy expertise ☑ Internal staff ☑ Literacy Leaders	☑ On-site

VCOP FISO cluster PL moderation days in Term 2 and 4 with cluster schools	Teacher(s)	from: Term 2 to: Term 4	☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Communities of Practice	☑ Literacy expertise ☑ School improvement partnerships ☑ Internal staff ☑ Literacy Leaders	☑ Off-site At one of the FISO CoP schools
Provision of new ACER assessment tools and training in use of these tools. Use of tools to identify students 'at risk' in literacy and numeracy and track progress.	Leadership Team	from: Term 1 to: Term 2	☑ Design of formative assessments	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Literacy Leaders	☑ On-site
Professional Learning scheduled (in school) for all teaching staff targeting specific HITS, as agreed by teachers based on needs. All teaching staff to undertake a minimum of 1 Peer Observation session each term, including feedback and reflection in relation to IM and HITS.	Principal	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Teaching Partnerships initiative undertaken with a focus on building teacher pedagogy and repertoire, particularly in 'high needs' classrooms.	Leading Teacher(s)	from: Term 1 to: Term 3	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning ☑ PLC/PLT Meeting	☑ SEIL ☑ Literacy expertise ☑ Leadership partners ☑ Internal staff	☑ On-site

Targeted staff to access data literacy learning opportunities and share this learning with teams and all staff.	Leadership Team	from: Term 2 to: Term 3	☑ Moderated assessment of student learning	☑ Network Professional Learning	☑ Bastow program/course ☑ Literacy Leaders	☑ Off-site Bastow data literacy course
Whole school Term Calendars and meeting schedules clearly identify PL focus linked to AIP. Provision for targeted KIS PL is allocated in Term schedules. PLT and team meeting agendas are structured to align with PL objectives.	Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Internal staff	☑ On-site
Clearly outline Instructional model components addressed through Chatterbox, Inquiry and STEM learning with a focus on meta cognition, Learning Intentions and capabilities within the Victorian Curriculum.	Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Professional Practice Day ☑ Timetabled Planning Day	☑ Internal staff ☑ External consultants Seeking PL from Kathy Walker	☑ On-site
Provide timetabled opportunities for all teaching staff to engage in peer observations of practice with feedback and follow up.	Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Literacy Leaders	☑ On-site

Staff SWPB matrix developed. Access to SWPB training for key staff.	Principal	from: Term 2 to: Term 3	☑ Collaborative Inquiry/Action Research team	☑ Network Professional Learning ☑ Communities of Practice	☑ External consultants SWPB support- regional	☑ Off-site NEVR
All staff involved in the development of a roles and responsibility overview targeting key improvement initiatives for 2018	Leadership Team	from: Term 1 to: Term 4	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
PLC- Professional Learning Community team allocated positions of responsibility and develop clear outline of participation and intended outcomes for PLC work with network schools on improving the curriculum and outcomes for students.	PLC Leaders	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ PLC/PLT Meeting	☑ PLC Initiative	☑ Off-site and onsite through regioanal PL
Provide leadership training for teachers in team leadership roles through the PLC initiative. Team leaders to access leadership training through Bastow- middle leaders course or similar.	PLC Leaders	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs ☑ Individualised Reflection	☑ Communities of Practice ☑ PLC/PLT Meeting	☑ PLC Initiative	☑ Off-site bastow
Actively seek to engage parents and students in the Student Wellbeing PLT and related improvement strategies.	PLT Leaders	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

Ensure all staff can access Respectful Relationships resources and work in level teams to plan resilience sessions based on available resources. Provide Access for selected staff to engage in PL for RR.	All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning	☑ Internal staff	☑ On-site
Berry Street PL undertaken by all staff- Whole school curriculum day and two 1/2 day training sessions.	Leadership Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Whole School Student Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ External consultants Berry Street	☑ On-site
Provide all staff with Professional Learning in relation to restorative practices and circle time.	Assistant Principal	from: Term 1 to: Term 2	☑ Planning ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ External consultants Adam Voigt	☑ On-site
Ensure K-F and 6-7 transitions, and internal year to year class transitions allow for opportunities for all stakeholders to identify current and future learning goals, achievements and future learning opportunities to plan and cater for differentiated teaching and learning.	Principal	from: Term 3 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Student individual goals are developed at least every term and reflected on throughout	Teacher(s)	from: Term 1 to: Term 4	☑ Design of formative assessments	☑ Professional Practice Day	☑ Leadership partners ☑ Internal staff	☑ On-site

the term, with evidence provided through interactions with the teacher. Evidence and feedback on learning is collated in student portfolios, with each item identifying success criteria and student's self reflection. Portfolio purpose and content to be clearly established for all staff at the commencement of the school year. Goals, progress and growth is shared with all stakeholders through reporting and other portals (eg. Compass/ class website blog)			☑ Moderated assessment of student learning	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day		
Whole school 2 year inquiry planner to be enhanced to clearly outline inquiry foci at each level in relation to: STEM (Science Technology Engineering Maths)- year 4-6 Investigations- year 2-3 Chatterbox/play based learning- year F-1 Staff implementing these inquiry models will have PL and additional resources to implement best practice to engage learning, including visits to high performing schools implementing these models.	Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Leadership partners ☑ Internal staff	☑ On-site

Significantly enhance the quality and quantity of digital and technological resources across the school, including: - software for coding and iPad apps - robotics resources for engagement in STEM and inquiry learning - mini iPads for use in Foundation- Year 2 - a bank of netbooks for use in Year 3-6. These will also be utilised for online NAPLAN assessments and other newly purchased online assessment resources.	School Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

Documents that support the plan

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

Dimension 1
    Pre-review Self-evaluation Report ARPS FINAL.1.docx (0.97 MB)
Self-evaluation Summary
    AIP 2017 Albany Rise end of year reflection re FISO & SPOT.docx (0.13 MB)
    Pre-review Self-evaluation Report ARPS FINAL.1.docx (0.97 MB)
2018 Annual Implementation Plan
    2017 Roles and Responsibilities booklet draft 6.docx (0.14 MB)
    AlbanyRiseReviewReport_Final.docx (0.36 MB)
    ARPS Curriculum Plan 2017.4.docx (1.07 MB)
    ARPS inquiry scope and sequence updated 25.1.17 year 1 and2.docx (0.61 MB)
    ARPS Positive Behaviour Matrix.pdf (0.27 MB)
    IM simplification.docx (0.02 MB)
    Pre-review Self-evaluation Report ARPS FINAL.1.docx (0.97 MB)