

2018 Annual Implementation Plan

for improving student outcomes

Brunswick East Primary School (3179)



Draft

Submitted for review by Janet Di Pilla (School Principal) on 22 December, 2017 at 05:48 PM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 13 February, 2018 at 08:48 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Brunswick East Primary School (3179)

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

Positive climate for learning	Empowering students and building school pride	Evolving moving towards Embedding
	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 moving towards Excelling

Enter your reflective comments	<p>Our evaluation, shows evidence that we have improved our effective communication with parents but improvement is still needed. More parent/carer input through, blogs, surveys and parent information evenings. The Principal uses Blogs effectively to address parent/carer questions about the school's philosophy and pedagogical approach. Completion of Communication Policy took longer than expected due to consultation with staff and parent members. It includes an appendix of significant events that take place over the BEPS year.</p> <p>Professional Learning and Professional Leadership are strengths at BEPS with its team based Action Research methodology addressing the needs of the staff and the school's AIP. Progress was made for a whole school approach to the teaching of writing with increased student engagement. The BEPS Literacy Festival supported this with workshops run by parent/carer volunteers and outside providers. During the PL sessions and conversations within leadership, it was established that there was a need to address the teaching of spelling across the whole school. The approach to spelling was disjointed and not best practice. To address this leadership introduced targeted PL on the teaching of spelling using current research and taking into account the inquiry approach of the school.</p> <p>Teachers' data literacy has continued to grow through PL with the data coach and principal. Contact with Hattie enabled better understanding of 'effect size'. Effect size calculator developed and used by all teams. This support by the principal</p>
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	<p>and the leadership team modelled to all staff the importance of PL at BEPS and encouraged the development of a Community of Practice within the school.</p> <p>Although we think that, we provide students with a safe learning environment that is engaging and allows for student voice, students do not always support this. We need to look closely at the structures that we have in place and get student input as to how they can be improved.</p>
Considerations for 2019	<p>Continue to improve communication with parents, particularly at the LC level</p> <p>Continue with writing in 2018, with emphasis of developing a whole school Literacy agreement that includes specific teaching within an inquiry model. Goal to continue to have Low Growth (as determined by NAPLAN relative growth) for G&P, Spelling and Reading at below 25% and to get the Low Growth figure for writing at below 25% as well.</p> <p>Improve structures for improving student voice and feedback.</p>
Documents that support this plan	<p>AIP_2017_3179_end year evaluation..docx (6.55 MB)</p>

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Brunswick East Primary School (3179)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
<p>Excellence in teaching and learning: To ensure medium to high growth for all students at BEPS in all NAPLAN domains</p>	<p>Ensure all students make at least 12 months growth in Reading in 12 months of schooling, by 2020. Improve NAPLAN Year 3 to 5 Reading relative growth outcomes from 24% high growth in 2016 to 30% high growth in 2020 Reduce NAPLAN Year 3 to 5 Reading relative growth outcomes from 18% low growth in 2016 to 10% low growth in 2020</p>	<p>Yes</p>	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>Decrease Low Growth for student reading, to less than 2% across grades 1 - 6, according to teacher judgement.</p> <p>Improve Grade 3 to Grade 5 NAPLAN high growth data to 30% for reading in 2018.</p> <p>Decrease Grade 3 to Grade 5 NAPLAN low growth data to 20% for reading in 2018.</p>	<p>Building practice excellence</p>
	<p>Ensure all students make at least 12 months growth in writing in 12 months of schooling, by 2020. Improve NAPLAN Year 3 to 5 Writing relative growth outcomes</p>	<p>Yes</p>	<p>Ensure that Writing is a focus for all Learning Community teams in 2018.</p> <p>Ensure that all teachers at BEPS have writing aligned with their PDRs in 2018.</p> <p>Decrease Low Growth for student</p>	<p>Building practice excellence</p>

	<p>from 22% high growth in 2016 to 30% high growth in 2020 Reduce NAPLAN Year 3 to 5 Writing relative growth outcomes from 37% low growth in 2016 to 20% low growth in 2020</p>		<p>writing, to less than 5% across grades 1 - 6, according to teacher judgement.</p> <p>Improve Grade 3 to Grade 5 NAPLAN high growth data to 30% for writing in 2018.</p> <p>Decrease Grade 3 to Grade 5 NAPLAN low growth data to 20% for writing, for 2018.</p>	
	<p>Ensure all students make at least 12 months growth in Numeracy in 12 months of schooling, by 2020. Improve NAPLAN Year 3 to 5 Numeracy relative growth outcomes from 19% high growth in 2016 to 30% high growth in 2020 Reduce NAPLAN Year 3 to 5 Numeracy relative growth outcomes from 21% low growth in 2016 to 10% low growth in 2020</p>	No	<p>Decrease Low Growth for student Numeracy, to less than 5% across grades 1 - 6, according to teacher judgement.</p> <p>Improve Grade 3 to Grade 5 NAPLAN high growth data to 25% for numeracy in 2018.</p> <p>Decrease Grade 3 to Grade 5 NAPLAN low growth data to 25% for numeracy, for 2018.</p>	
<p>Community Engagement in Learning: To build positive partnerships with the families and broader community by: improving communication methods, so that parents are better informed to support their child's learning; and building community relationships to support student wellbeing and engagement.</p>	<p>To improve Parent Opinion Survey measures for factors; <i>Parent participation and involvement; School support; and Teacher communication</i> to 90% by 2020. To receive positive endorsement of the school by students, by improving Attitudes to school survey factors, <i>Stimulating</i></p>	No	<p>Improve Parent Opinion Survey measure for Teacher communication to 80%, for 2018.</p> <p>Improve student positive attitudes to wellbeing and inclusion at BEPS by improving Stimulating Learning and Motivation and Interest to 75% for 2018</p>	

	<i>Learning and Motivation and Interest , to >80% by 2020.</i>			
<p>Positive climate for learning To continue Implement and embed a positive and supportive learning culture, set expectations and promote inclusion to ensure there is a whole school approach to teaching and learning.</p>	<p>To receive positive endorsement of the school by students, by improving all Attitudes to school survey factors by 2020. To improve Parent Opinion Survey measures for factors; <i>General satisfaction; School pride and confidence; High expectation for success; Student Motivation; Stimulating learning environment and support; and Effective teaching</i> to 90% by 2020. To improve School Staff Survey measures for factors; <i>Academic emphasis; and Guaranteed and viable curriculum</i> to 95% by 2020.</p>	Yes	<p>Ensure that Student Empowerment and Student voice is a focus for all Learning Community teams in 2018.</p> <p>Ensure that all teachers at BEPS have Student Empowerment and Student voice aligned with their PDRs.</p> <p>Improve measurements for Attitude to schools survey for Social Engagement by increasing School Connectedness to 80%; Student Voice and Agency to 70%; and Sense of inclusion to 85%.</p> <p>Improve student positive attitudes to safety at BEPS to: above 80% for Managing Bullying; and Respect for Diversity.</p> <p>Improve school staff survey positive response measurements for Academic emphasis to 85%; and Guaranteed and viable curriculum to 85%.</p>	Building communities

Improvement Initiatives Rationale

Concentrating on building excellence in teaching and learning - literacy, and in particular Writing, because we did not make our target of having low growth at less than 25% in 2017.

Our student attitudes survey is consistently poor in many areas, particularly for student voice. It is time that we acknowledge this and improve our practices.

Goal 1	Excellence in teaching and learning: To ensure medium to high growth for all students at BEPS in all NAPLAN domains
12 month target 1.1	Decrease Low Growth for student reading, to less than 2% across grades 1 - 6, according to teacher judgement. Improve Grade 3 to Grade 5 NAPLAN high growth data to 30% for reading in 2018. Decrease Grade 3 to Grade 5 NAPLAN low growth data to 20% for reading in 2018.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Increase student's reading by establishing the whole school as an integrated 'library'
12 month target 1.2	Ensure that Writing is a focus for all Learning Community teams in 2018. Ensure that all teachers at BEPS have writing aligned with their PDRs in 2018. Decrease Low Growth for student writing, to less than 5% across grades 1 - 6, according to teacher judgement. Improve Grade 3 to Grade 5 NAPLAN high growth data to 30% for writing in 2018. Decrease Grade 3 to Grade 5 NAPLAN low growth data to 20% for writing, for 2018.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Develop agreed and consistently implemented writing practices across the school from Foundation to Grade 6 that ensures the individual learning needs of all students are met and improves student engagement with writing.
KIS 2	Build teacher capacity to implement evidence-based teaching strategies for improving student writing.

Goal 2	Positive climate for learning To continue Implement and embed a positive and supportive learning culture, set expectations and promote inclusion to ensure there is a whole school approach to teaching and learning.
12 month target 2.1	Ensure that Student Empowerment and Student voice is a focus for all Learning Community teams in 2018. Ensure that all teachers at BEPS have Student Empowerment and Student voice aligned with their PDRs. Improve measurements for Attitude to schools survey for Social Engagement by increasing School Connectedness to 80%; Student Voice and Agency to 70%; and Sense of inclusion to 85%. Improve student positive attitudes to safety at BEPS to: above 80% for Managing Bullying; and Respect for Diversity. Improve school staff survey positive response measurements for Academic emphasis to 85%; and Guaranteed and viable curriculum to 85%.
FISO Initiative	Building communities
Key Improvement Strategies	
KIS 1	Develop and implement a systematic approach to setting, monitoring and reflecting upon challenging goals and providing effective feedback for all students.
KIS 2	Develop and support student leadership across the school.
KIS 3	Build the capacity of all staff to implement 'Respectful Relationships' across the school.

Define Evidence of Impact and Activities and Milestones - 2018

Brunswick East Primary School (3179)

Goal 1	Excellence in teaching and learning: To ensure medium to high growth for all students at BEPS in all NAPLAN domains
12 month target 1.1	Decrease Low Growth for student reading, to less than 2% across grades 1 - 6, according to teacher judgement. Improve Grade 3 to Grade 5 NAPLAN high growth data to 30% for reading in 2018. Decrease Grade 3 to Grade 5 NAPLAN low growth data to 20% for reading in 2018.
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Increase student's reading by establishing the whole school as an integrated 'library'
Actions	Develop a 'Library' of books in each Learning Community based on student and teacher recommendations Build the capacity of students, teachers and parents to use the library catalogue to search for and borrow books. Encourage the students to write book reviews for some of the books they borrow and post them onto the Library catalogue.
Evidence of impact	Leadership will: <ul style="list-style-type: none"> - provide the resources, by providing funds through the Library budget to purchase books - provide the resources to purchase 1 iPad per LC for the use of administrative chores, such as the library catalogue - provide professional Learning opportunities for staff to learn how to use the library catalogue Teachers will: <ul style="list-style-type: none"> - collaborate with students to choose additional books for the Library - encourage parents to come into the LC and support students use the catalogue as appropriate - discuss the students' borrowing habits with individual students and encourage growth in the student's reading. Library Technician will: <ul style="list-style-type: none"> - oversee the ordering and cataloguing of books

	<ul style="list-style-type: none"> - liaise with parents to cover books and distribute to LCs <p>Students will:</p> <ul style="list-style-type: none"> - look up catalogue to borrow books - where possible write a book review for the books they read - show increased enthusiasm to read - show an improvement in NAPLAN growth results in line with the annual targets 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Teachers and students will set up a 'library area' within their Learning Community.</p> <p>An iPad will be purchased for each LC so that they can access the Library catalogue</p> <p>Teachers and students will be shown how to use the catalogue during term 1 so that they can use it with students for the rest of the year.</p>	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	<p>Excellence in teaching and learning: To ensure medium to high growth for all students at BEPS in all NAPLAN domains</p>
12 month target 1.2	<p>Ensure that Writing is a focus for all Learning Community teams in 2018.</p> <p>Ensure that all teachers at BEPS have writing aligned with their PDRs in 2018.</p> <p>Decrease Low Growth for student writing, to less than 5% across grades 1 - 6, according to teacher judgement.</p> <p>Improve Grade 3 to Grade 5 NAPLAN high growth data to 30% for writing in 2018.</p> <p>Decrease Grade 3 to Grade 5 NAPLAN low growth data to 20% for writing, for 2018.</p>

FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Develop agreed and consistently implemented writing practices across the school from Foundation to Grade 6 that ensures the individual learning needs of all students are met and improves student engagement with writing.			
Actions	<p>Establish a Literacy Team, consisting of one member from each PLT and a Literacy co-originator, to develop a school-wide Literacy essential agreement.</p> <p>Use research based evidence to inform the development of the agreement.</p> <p>Trial and assess aspects of the agreement, so as to modify if necessary.</p> <p>Communicate this plan to the wider school community</p>			
Evidence of impact	<p>Leadership will:</p> <ul style="list-style-type: none"> - provide resources <ul style="list-style-type: none"> - Money to appoint a Literacy leader - Time (fortnightly) for collaborate, cross-school discussions on the development of the Literacy essential agreement <p>Teachers in the Literacy team will:</p> <ul style="list-style-type: none"> - collaborate to document a whole-school Literacy essential agreement, on the learning and teaching of literacy, based on developing deep conceptual content and pedagogical knowledge to improve classroom literacy practice. This agreement will be used by all staff. <p>Classroom Teachers will:</p> <ul style="list-style-type: none"> - trial aspects of the agreement and provide feedback to ensure usability and appropriately targeted agreements are made <p>Students will:</p> <ul style="list-style-type: none"> - provide feedback on selected activities through student reflections, use of rubrics and self assessment 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Appoint a Literacy leader Develop Literacy team Develop an Essential Agreement for Literacy. Provide feedback and modify aspects of the agreement Communicate the Literacy essential agreement to the parents and students	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
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Goal 1	Excellence in teaching and learning: To ensure medium to high growth for all students at BEPS in all NAPLAN domains
12 month target 1.2	Ensure that Writing is a focus for all Learning Community teams in 2018. Ensure that all teachers at BEPS have writing aligned with their PDRs in 2018. Decrease Low Growth for student writing, to less than 5% across grades 1 - 6, according to teacher judgement. Improve Grade 3 to Grade 5 NAPLAN high growth data to 30% for writing in 2018. Decrease Grade 3 to Grade 5 NAPLAN low growth data to 20% for writing, for 2018.
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Build teacher capacity to implement evidence-based teaching strategies for improving student writing.
Actions	Provide Professional Learning for the Literacy team through participation in the Bastow "Literacy Data, Assessment and Practice" course to provide assistance with whole school development of consistent, high impact teaching practices. Build Staff knowledge of current theories on student development and writing, reading, spelling and grammar and punctuation, through ongoing PL and professional reading. Provide Coaching for Assessment and Data Literacy to embed the growing teacher knowledge and understanding of differentiated assessment and data analysis, so as to use it in providing students with 'point of need' learning.

	Develop workplace-based Writing, Action Research projects based on research findings, and interests and ability of the students and consistent with Literacy essential agreement.			
Evidence of impact	<p>Leadership will:</p> <ul style="list-style-type: none"> - provide the resources, time and money for the Bastow course; coaching of terms and lead professional learning for data literacy and action research. - ensure that staff Performance and Development Plans (PDPs) are explicitly linked to Literacy professional learning and improved student learning outcomes. <p>Teachers will:</p> <ul style="list-style-type: none"> - document and present their Action Research to the whole staff, at the end of each semester, and as a professional Journal article (or equivalent) for publishing at the end of 2018. This documentation will show how teams have developed and reflected upon their thinking during the course of the year. - use teacher judgement to show high impact of the agreed teaching strategies by calculation of effect size and documentation of discussions where this data is used to triangulate with other data sources: eg PAT reading and writing; Teacher Judgement; and student motivation. <p>Students will:</p> <ul style="list-style-type: none"> - show an increased engagement with writing. Evidenced by the quantity and/or quality of the student's writing; increased willingness to write and edit their writing as evidenced by student reflections, use of rubrics and self assessment - show an improvement in NAPLAN growth results in line with the annual targets 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Enroll in the Bastow "Literacy Data, Assessment and Practice" course Develop Professional Learning Plan and Action Research around Literacy Develop staff Performance and Development Plans	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	<p>Positive climate for learning To continue Implement and embed a positive and supportive learning culture, set expectations and promote inclusion to ensure there is a whole school approach to teaching and learning.</p>
12 month target 2.1	<p>Ensure that Student Empowerment and Student voice is a focus for all Learning Community teams in 2018.</p> <p>Ensure that all teachers at BEPS have Student Empowerment and Student voice aligned with their PDRs.</p> <p>Improve measurements for Attitude to schools survey for Social Engagement by increasing School Connectedness to 80%; Student Voice and Agency to 70%; and Sense of inclusion to 85%.</p> <p>Improve student positive attitudes to safety at BEPS to: above 80% for Managing Bullying; and Respect for Diversity.</p> <p>Improve school staff survey positive response measurements for Academic emphasis to 85%; and Guaranteed and viable curriculum to 85%.</p>
FISO Initiative	Building communities
Key Improvement Strategy 1	Develop and implement a systematic approach to setting, monitoring and reflecting upon challenging goals and providing effective feedback for all students.
Actions	<p>Professional Learning for members of each Learning Team to enable better understanding of student complex behaviours and student empowerment</p> <p>Teacher Professional Learning Teams will reflect on student attitude data and use this to build stronger relationships with their students.</p> <p>Time will be provide for teachers to plan together, share ideas, develop assessment practices and develop strategies such as learning rubrics.</p> <p>Develop the mechanisms to improve feedback to and from students.</p> <p>Greater uses of student-led learning activities across all teams and year levels.</p> <p>Junior School Council and Student Leadership use the 2017 student survey, to discuss how to improve student pride and increase student voice at BEPS.</p>

Evidence of impact	<p>Leadership will:</p> <ul style="list-style-type: none"> - participate directly in professional learning with staff to increase their knowledge of the factors that enhance student wellbeing, provide a safe and stable learning environment and empowers students to have a voice in their education. - update the in-house, "Student Attitude to School Survey" to ensure that the language is accessible for students in years 1, 2 and 3. <p>Teachers will:</p> <ul style="list-style-type: none"> - actively participate in professional learning on student wellbeing and student voice and develop strategies to implement this knowledge into their teaching practices. - give frequent feedback to students on their learning. - provide a wider variety of assessment practices to cater for the diversity of student strengths. - show an improvement in the school staff survey for Academic emphasis and Guaranteed and viable curriculum <p>Students will:</p> <ul style="list-style-type: none"> - provide constructive feedback to teachers using a modified PoLT survey. - students will be given the opportunity to run student-led activities. - record an improvement in the "Student Attitude to Schools Survey" for Social Engagement - record an improved "Student Attitude to Schools survey" data for student voice and pride in school (grades 4-6) and improved whole school data (grades 1-6) . - maintain the high student attitude to safety at BEPS 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Ongoing provision of planning time in teaching teams and curriculum areas. Reflection and feedback from mentor to PLTs Annotated development and trialling of rubrics Timetabled evidence of student led learning Documented feedback from students to teacher and teacher to student. Survey of students developed by Leadership and by students.</p>	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$80,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Positive climate for learning To continue Implement and embed a positive and supportive learning culture, set expectations and promote inclusion to ensure there is a whole school approach to teaching and learning.
12 month target 2.1	Ensure that Student Empowerment and Student voice is a focus for all Learning Community teams in 2018. Ensure that all teachers at BEPS have Student Empowerment and Student voice aligned with their PDRs. Improve measurements for Attitude to schools survey for Social Engagement by increasing School Connectedness to 80%; Student Voice and Agency to 70%; and Sense of inclusion to 85%. Improve student positive attitudes to safety at BEPS to: above 80% for Managing Bullying; and Respect for Diversity. Improve school staff survey positive response measurements for Academic emphasis to 85%; and Guaranteed and viable curriculum to 85%.
FISO Initiative	Building communities
Key Improvement Strategy 2	Develop and support student leadership across the school.
Actions	Appoint a teacher as a Junior School Council support Elect Junior School Council representatives from across the school and establish a Student Leadership team. Student leaders develop a student leadership "Hand-Book" with Roles and responsibilities. Student Leaders co-ordinate student activities
Evidence of impact	Principal will: - support the Student Leadership Team by meeting with them weekly to assist them to develop their "Hand-Book" and activities Support Teacher will: - meet with the JSC weekly to assist them to learn how to use the PA in the Hall, improve their public speaking and run the weekly assemblies. Teachers will:

	<ul style="list-style-type: none"> - support the students in their Learning Communities to run elections for the JSC positions. <p>Students Leaders will:</p> <ul style="list-style-type: none"> - have a greater involvement in the school beyond running assembly. - be more visible within the school and yard. - document the Student Leadership Hand-book; minutes of meetings; student-led activities <p>Students will:</p> <ul style="list-style-type: none"> - report an improvement in "student attitude to schools survey" so that at least 25% of students feel a 'Sense of inclusion', 'Sense of connectedness'; and 'Student voice and agency' 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Ongoing support and mentoring of student leadership teams to define roles and responsibilities so as to be able to build student engagement.	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Positive climate for learning To continue Implement and embed a positive and supportive learning culture, set expectations and promote inclusion to ensure there is a whole school approach to teaching and learning.
12 month target 2.1	<p>Ensure that Student Empowerment and Student voice is a focus for all Learning Community teams in 2018.</p> <p>Ensure that all teachers at BEPS have Student Empowerment and Student voice aligned with their PDRs.</p> <p>Improve measurements for Attitude to schools survey for Social Engagement by increasing School Connectedness to 80%; Student Voice and Agency to 70%; and Sense of inclusion to 85%.</p> <p>Improve student positive attitudes to safety at BEPS to: above 80% for Managing Bullying; and Respect for Diversity.</p>

	Improve school staff survey positive response measurements for Academic emphasis to 85%; and Guaranteed and viable curriculum to 85%.			
FISO Initiative	Building communities			
Key Improvement Strategy 3	Build the capacity of all staff to implement 'Respectful Relationships' across the school.			
Actions	Develop a 'Respectful Relationship" team lead by a Leading Teacher Audit our current curriculum and practices Attend appropriate external Professional Development Implement the Respectful Relationship curriculum through PLTs			
Evidence of impact	Leadership will: - participate directly in professional learning with staff to increase their knowledge of "Respectful Relationship" curriculum - provide time for the LT to prepare and support the meetings and activities of the RR team RR Team will: - actively participate in professional learning on respectful relationships - give frequent feedback to the PLTs to which they belong - provide a variety of activities/suggestions for how RR could be embedded into the curriculum Classroom Teachers will: - trial aspects of RR and provide feedback to ensure usability and appropriately targeted activities are suggested Students will: - provide feedback on selected activities through student reflections, use of rubrics and self assessment - record an improved "Student Attitude to Schools survey" data for Managing Bullying; and Respect for Diversity.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

<p>Enroll in the Respectful Relationship initiative Develop a RR team to drive implementation Conduct an audit of BEPS curriculum and culture against RR suggestions Develop and trial activities for inclusion into the curriculum across all Learning Communities</p>	<p>All Staff</p>	<p><input checked="" type="checkbox"/> Yes</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00 <input type="checkbox"/> Equity funding will be used</p>
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Draft

Professional Learning and Development Plan - 2018

Brunswick East Primary School (3179)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Teachers and students will set up a 'library area' within their Learning Community. An iPad will be purchased for each LC so that they can access the Library catalogue Teachers and students will be shown how to use the catalogue during term 1 so that they can use it with students for the rest of the year.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Appoint a Literacy leader Develop Literacy team Develop an Essential Agreement for Literacy. Provide feedback and modify aspects of the agreement Communicate the Literacy essential agreement to the parents and students	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Enroll in the Bastow "Literacy Data, Assessment and Practice" course	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site

Develop Professional Learning Plan and Action Research around Literacy Develop staff Performance and Development Plans			<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting		
Ongoing provision of planning time in teaching teams and curriculum areas. Reflection and feedback from mentor to PLTs Annotated development and trialling of rubrics Timetabled evidence of student led learning Documented feedback from students to teacher and teacher to student. Survey of students developed by Leadership and by students.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Enroll in the Respectful Relationship initiative Develop a RR team to drive implementation Conduct an audit of BEPS curriculum and culture against RR suggestions Develop and trial activities for inclusion into the curriculum across all Learning Communities	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site <input checked="" type="checkbox"/> At Lead School

Documents that support the plan

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

Dimension 1

[writing P reading.JPG \(0.05 MB\)](#)

[writing references 2017.docx \(0.1 MB\)](#)

Dimension 2

[spelling Guttman graph 3_5 PL.xlsx \(0.07 MB\)](#)

Dimension 9

[Attitudes to School Survey - Percentile by Factor.pdf \(0.17 MB\)](#)

[Attitudes to School Survey - Summary Report.pdf \(0.34 MB\)](#)

[BEPS ATS 2017.pdf \(0.88 MB\)](#)

Dimension 13

[Parents Opinion Survey Report 2017.xlsx \(0.01 MB\)](#)

Self-evaluation Summary

[AIP_2017_3179_end year evaluation..docx \(6.55 MB\)](#)

2018 Annual Implementation Plan

[Brunswick East Primary School term 1 PL planner.docx \(0.02 MB\)](#)

Draft