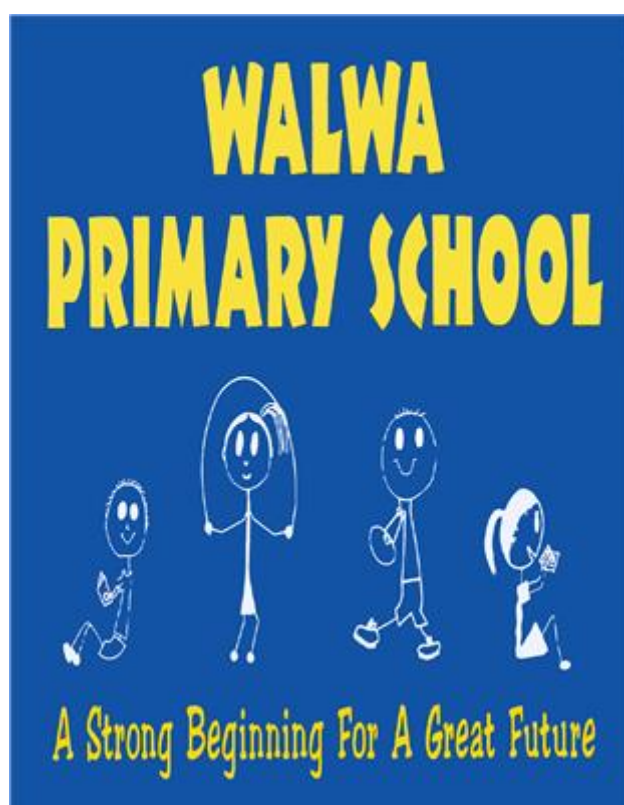


# 2018 Annual Implementation Plan

## for improving student outcomes

Walwa Primary School (2806)



Submitted for review by Leanne Baxter (School Principal) on 10 November, 2017 at 11:05 AM

Endorsed by Joanne Grimmond (Senior Education Improvement Leader) on 28 November, 2017 at 10:47 PM

Endorsed by Hayden Drummond (School Council President) on 11 December, 2017 at 12:40 PM

## Self-evaluation Summary - 2018

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving
<b>Professional leadership</b>	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Evolving moving towards Embedding

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

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

<b>Enter your reflective comments</b>	<p>School: In summary, the school performance against the FISO ESSENTIAL ELEMENTS</p> <ol style="list-style-type: none"> <li>1.Documented curriculum, assessment and shared pedagogical approaches we are Evolving (particularly within the Cluster);</li> <li>2.School-based professional learning program developed and implemented that supports the school's identified improvement strategies, we are Evolving</li> <li>3.School Improvement team formed to develop, oversee and evaluate the effectiveness and impact of the AIP, again we are Evolving; and</li> <li>8.Explicit use of evidence-based school improvement strategies and teacher professional practice activities we are between Evolving and Embedding</li> </ol> <p>In our 2017 results in writing (a major focus for 2017) we have shown some growth, but more is required. Our Naplan shows that we are above Victorian Benchmark in writing in Year 3 and Year 5, but the relative growth between Year 3 and 5 is Low. In every other learning area of both literacy and numeracy the relative growth is high. Furthermore, our students completed ICAS testing across all learning areas and the one area that we did not excel in was writing. Whilst our students</p>
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	<p>were at INTERNATIONAL benchmark for the relative age groups, none were awarded a Credit or above. In all other Domains, we were awarded Distinctions or higher. Our teacher judgements and moderated samples from the "Big Write" show that our students are on or above standard.</p> <p>Our Student Opinion Survey and Parent Survey indicate that our parents and our students are happy and engaged. Within the work implemented through Claxton's work (also supported by HITS strategies) it is my belief that we are moving student perception particularly in the areas of persistence, questioning and metacognition. It is our hope to further this work in metacognition and feedback in 2018. Again, in 2018 it is hoped that the work on the Learning Muscles (supporting the implementation of the HITS) can be furthered within the Cluster.</p>
<p><b>Considerations for 2019</b></p>	<p>Walwa Primary School, as a member of the Upper Murray Learning Community, has been working with other cluster schools to explore how we can provide enhanced learning opportunities and education outcomes for our students in the area of literacy – particularly writing.</p> <p>Specifically, Walwa PS would like to:</p> <ul style="list-style-type: none"> <li>• develop a common Teaching and Learning (Instructional Model) Framework that is operational in every classroom of the cluster;</li> <li>• support the sharing of our “High Impact Educators” with all teachers within the cluster;</li> <li>• utilize the well performing schools within the cluster to share their expertise and knowledge particularly within the area of Literacy - writing; and</li> <li>• build a strong student agency and feedback approaches.</li> </ul>
<p><b>Documents that support this plan</b></p>	<p>2017 Student Attitudes to School Survey.pdf (0.19 MB)  Parents Opinion Survey Report.pdf (0.08 MB)</p>

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Walwa Primary School (2806)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
<p><b>ACHIEVEMENT:</b> (from Strategic Plan) ILPs to be developed for all students with parents taking a role in the process. Improve student outcomes at all ability levels in Writing. To develop a Pedagogy of Learning.</p>	<p>From Strategic Plan</p> <ul style="list-style-type: none"> <li>▪ By 2017, teacher assessment against AusVels will indicate that 80% of students are achieving at or better than expected standards.</li> <li>▪ Teachers and staff will be able to articulate the pedagogy of the school.</li> </ul>	Yes	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <ul style="list-style-type: none"> <li>• Improved student outcomes (50% from Low to Medium or High) in NAPLAN writing relative growth from Years 3 to 5.</li> </ul>	Building practice excellence
<p><b>ENGAGEMENT:</b> Promotion of regular attendance for continuous academic improvement. Further investigations into the Attitudes to School Survey (Student Relationships and Teaching and Learning) to match or better the State and Region mean. Transition program will be enhanced (6 to 7 and K to Prep)</p>	<p>To ensure that the school's absence data is below the State Mean. To use an additional data collection tool to enhance the depth of understanding in regard to the current Attitudes to School Survey results and Parent Survey results. To improve links between Walwa Primary School, the local kindergarten and Corryong College.</p>	No	<p>To ensure the school's absence data is below the State Mean ie</p> <p>State 2017 YTD</p> <p>47 Less than 10 days 33 10 to 19.5 days 12 20 to 29.5 days 9 30 plus days</p> <p>School 2017 to 2018</p> <p>From 53% to 68% Less than 10 days From 32% to 22% 10 to 19.5 days From 16% to 10% 20 to 29.5 days</p>	

WELLBEING: To improve Student Attitudes to School Survey in relation to Student Morale, Learning Confidence and Stimulating Learning. To improve parent perception in relation to classroom behaviour	<ul style="list-style-type: none"> <li>To improve Student Attitudes to School Survey in relation to Student Morale, Learning Confidence and Stimulating Learning.</li> </ul>	Yes	Continue to meet 2017 Student Attitudes survey results in relation to Student Morale, Learning Confidence and Stimulating Learning (at 100%).	Empowering students and building school pride
PRODUCTIVITY: To continue to participate in Professional Learning (school based and Cluster wide).	To develop an UMLC including shared planning, moderation and prioritising mentoring and shadowing opportunities for staff.	No	<ul style="list-style-type: none"> <li>* Evaluation of 4 year ICT plan</li> <li>* New 4 year ICT plan developed</li> </ul>	

<b>Improvement Initiatives Rationale</b>
<p>Based on the data collected from 2017 NAPLAN results, ICAS writing results and moderated Big Write samples, 'relative growth' for Years 3 TO 5 in the area of HIGH GROWTH, fell below the State Mean Writing. One of the 2014-2017 Strategic Plan targets stated that the Year 1 Goal (2014) was to 'Improve student outcomes at all ability levels in Writing' and 'All students deemed capable to make at least one year's progress against AusVELS standards in literacy.' Furthermore, 'Building the capacity of teachers to implement a cohesive school/cluster wide approach to the teaching of writing' as well as 'Increase the number in the top two bands for Writing and to increase the number of students in the high relative growth area NAPLAN data' were labelled as two of the Key Improvement Strategies for improvement. Therefore, over the next 12 months, it will be our aim to continue to develop innovative approaches to the teaching and learning of writing including self-directed learning and differentiated learning, supporting and extending all learners, using assessment for learning strategies, giving and using 3 way feedback and connecting and communicating (ICT and relationships). It will continue to work collaboratively with the Cluster on a small number of targeted improvement initiatives during 2018 that will not only enhance the learning opportunities for their students, build the capacity of all educators, and therefore improve education outcomes of their children and young people.</p>

<b>Goal 1</b>	<b>ACHIEVEMENT:</b> (from Strategic Plan) ILPs to be developed for all students with parents taking a role in the process.
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	Improve student outcomes at all ability levels in Writing. To develop a Pedagogy of Learning.
<b>12 month target 1.1</b>	<ul style="list-style-type: none"> <li>Improved student outcomes (50% from Low to Medium or High) in NAPLAN writing relative growth from Years 3 to 5.</li> </ul>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Build School/Cluster teacher capacity to embed shared pedagogical practices in literacy (writing) allowing for consistent teaching practices across Cluster Schools as well as commonality in student language and differentiation of teaching practices in writing in order to improve student outcomes.

<b>Goal 2</b>	WELLBEING: To improve Student Attitudes to School Survey in relation to Student Morale, Learning Confidence and Stimulating Learning. To improve parent perception in relation to classroom behaviour
<b>12 month target 2.1</b>	Continue to meet 2017 Student Attitudes survey results in relation to Student Morale, Learning Confidence and Stimulating Learning (at 100%).
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategies</b>	
KIS 1	Implementation of a 'student voice and creative and critical thinking' initiative (explicit teaching of meta-cognition skills, student self-questioning and feedback strategies) to allow for greater student voice.

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

Walwa Primary School (2806)

<b>Goal 1</b>	ACHIEVEMENT: (from Strategic Plan) ILPs to be developed for all students with parents taking a role in the process. Improve student outcomes at all ability levels in Writing. To develop a Pedagogy of Learning.
<b>12 month target 1.1</b>	<ul style="list-style-type: none"> <li>Improved student outcomes (50% from Low to Medium or High) in NAPLAN writing relative growth from Years 3 to 5.</li> </ul>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	Build School/Cluster teacher capacity to embed shared pedagogical practices in literacy (writing) allowing for consistent teaching practices across Cluster Schools as well as commonality in student language and differentiation of teaching practices in writing in order to improve student outcomes.
Actions	<ol style="list-style-type: none"> <li>To develop a cluster approach to professional learning and a cluster-wide professional learning plan that is aligned to the AIP goals</li> <li>To support teachers to improve their individual and collective capacity to improve student literacy (specifically writing) outcomes including analysing student achievement data to improve their practice</li> <li>Support all staff to build practice excellence through the application of the FISO Improvement Cycle particularly through reflection</li> <li>To provide the opportunity to collaboratively design and contribute to the implementation of an Upper Murray Instructional Model for Literacy (Writing) incorporating HITS strategies</li> <li>To provide the opportunities to regularly review and update cluster learning programs in line with curriculum plans; support students to be reflective, questioning and self-monitoring learners; to explore methods of regular feedback to students on their progress against individual learning goals and curriculum standards; and to moderate student assessment and use data to diagnose student learning needs and plan for learning</li> </ol>
Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> <li>Recognise that they are being presented with new ideas (and in a number of different ways) for them to improve their writing and can set learning goals to 'guide' their own learning;</li> <li>can explain concepts to peers in multiple ways (three way teaching);</li> <li>can discuss their conferencing and how it has supported their learning;</li> <li>students are more engaged particularly with writing process</li> <li>provide formal and regular feedback to teachers on the effectiveness of practice.</li> </ul> <p>TEACHERS:</p> <ul style="list-style-type: none"> <li>Lessons and plans refer to the UMLC Placemat (HITS) and reflect 'multiple exposures' to new knowledge;</li> <li>Moderation conversations outline an improvement in writing skills evidenced through annotations;</li> <li>Conferences will be evident in planning to enable students to discuss concepts in multiple ways;</li> </ul>



- Improved pedagogical knowledge in teaching (specifically skills to improve writing) and teachers (openly shared in discussion) can identify pedagogical practices that are best practice;
- More consistent teacher judgement outcomes;
- Formal reflection and review of impact of practice on learning outcomes;
- Teachers differentiate practice for purpose.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Fortnightly Professional Learning Communities (PLC): to design learning programs (specifically in writing) that integrate the Victorian Curriculum/Achievement Standards; to ensure learning programs (curriculum implementation, pedagogical practices and assessment strategies) are consistent across the school and Cluster; and to ensure assessment strategies for literacy (writing) are developmental and scaffolded to meet students' needs	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide time for teachers to monitor the effectiveness of the programs in meeting student learning needs and establishing challenging learning goals	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Provide teachers with opportunities to observe high quality practice and analyse evidence to determine the effectiveness of their own practice in progressing student learning (self-assessment and reflection regarding writing improvement (moderation etc); peer reflection - the use of walk throughs/observations and participate in observations) and feedback sessions between peers	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Provide opportunities for colleagues to moderate and analyse multiple sources of assessment data and the opportunity to discuss and implement the use of assessment data (eg Essential Assessments/Fontas and Pinnell), as a tool to identify where students are at, and what they need to focus on to improve (building their data and assessment literacy and use of data protocols)	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used

Priority time is given to teachers to utilise professional learning days and PLTs on HITS; discuss strategies to implement the UMLC Placemat strategy and specific chosen strategies from HITS into PDP (feedback and questioning)	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Sharing of resources (through Schoology) are supported and are high priority across the cluster during 2018.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used
Time allocation for Teacher moderated/annotated writing samples at each Victorian Curriculum level (F to 3) outlining what is expected at each level and using the Big Write criterion as a guide for moderation;	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Implemented Cluster Strategy for Writing (including scope & sequence, minimum standards for genres; exemplars of student writing, 'I can' statements and criterion sheets for self-improvement in writing)	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$200.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	WELLBEING: To improve Student Attitudes to School Survey in relation to Student Morale, Learning Confidence and Stimulating Learning. To improve parent perception in relation to classroom behaviour
<b>12 month target 2.1</b>	Continue to meet 2017 Student Attitudes survey results in relation to Student Morale, Learning Confidence and Stimulating Learning (at 100%).
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategy 1</b>	Implementation of a 'student voice and creative and critical thinking' initiative (explicit teaching of meta-cognition skills, student self-questioning and feedback strategies) to allow for greater student voice.
Actions	<ul style="list-style-type: none"> <li>• Provide students with specific strategies to set goals, and monitor and evaluate their learning progress and give feedback to teachers</li> <li>• Assist students to identify and use strategies that support them to achieve learning goals</li> <li>• Investigate schools with successful programs such as Cobram PS, VicSRC Teach the Teacher, etc.</li> <li>• Develop some educational opportunities for all students to collaborate across the UMLC.</li> </ul>

	<ul style="list-style-type: none"> <li>• Partner with Cluster schools, CEP and VicSRC in the development and facilitation of the Upper primary school student voice initiative.</li> <li>• Explore the use of data collection (such as PIVOT) to the develop of a cluster and individual school data collection approach (for student feedback)</li> <li>• Use ICT to increase student choice and flexible learning.</li> </ul>
Evidence of impact	<p><b>STUDENTS:</b></p> <ul style="list-style-type: none"> <li>• Students have opportunities to lead and can talk about strategies</li> <li>• Students provide formal and regular feedback to teachers on the effectiveness of practice</li> <li>• Students support the leadership program</li> <li>• Students will have a repertoire of learning strategies and can select strategies appropriate for their learning goals</li> <li>• Students will be able to reflect on their learning processes, self-assess and acknowledge the impact of effort on achievement</li> <li>• Students will actively seek out feedback because they value it as a way to improve understanding of how they learn</li> <li>• Students will show evidence that they are capable of self-regulation and proactively take control of, and responsibility for, their own learning</li> <li>• Students demonstrate that they use opportunities to set &amp; review goals in consultation with teachers especially in writing</li> </ul> <p><b>TEACHERS:</b></p> <ul style="list-style-type: none"> <li>• Support students through effective modelling of leadership</li> <li>• Formal reflection and review of impact of practice on learning outcomes</li> <li>• Can use feedback to improve teaching</li> <li>• Teachers will contribute to Professional Learning Communities and support the building knowledge using metacognitive strategies, as referenced in all teacher Performance and Development Plans.</li> <li>• Teachers will explicitly teach a number of metacognitive strategies, model their use, and embed them in routines and the lesson structure.</li> <li>• Teachers will encourage students to reflect critically on the strategies they use to complete tasks, and to identify which learning strategies are most effective for them.</li> </ul> <p><b>LEADERS</b></p> <ul style="list-style-type: none"> <li>• Offer students leadership opportunities</li> <li>• Role model presenting creative and critical skills in multiple ways</li> <li>• Staff are supported to develop strategies that will embrace student voice into the development of their teaching and learning.</li> </ul> <p><b>CLUSTER:</b></p> <ul style="list-style-type: none"> <li>• The Cluster has developed a student feedback approach to contribute to teaching and learning across the cluster.</li> <li>• An upper primary Cluster student voice initiative developed.</li> </ul>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Representatives from the cluster investigate a leadership program suitable to the needs of all Years 5 and 6 (including affordability); the student voice program is implemented by the end of the year. This is to include the use of technology options (polycom) to link with other schools to gain 'leadership skills' and learning confidence, as well as investigating the use of VicSRC and School Ambassadors program	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$200.00 <input type="checkbox"/> Equity funding will be used
Students are surveyed about the leadership opportunities they might want access to	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$20.00 <input type="checkbox"/> Equity funding will be used
The use of PIVOT is investigated by the Cluster Principals to gather a range of information for teachers to use in their classroom including Foundation students	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$200.00 <input type="checkbox"/> Equity funding will be used
Implementation of a means of collecting effective 3 way feedback strategies to ensure best practice is used and students can implement feedback strategies; Cluster teachers are trained in how to access and use the data.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$400.00 <input type="checkbox"/> Equity funding will be used
Usage of FISO/PLT to consolidate work on Claxton's work particularly relating to 'metacognition' and 'feedback' (and specifically with application to improving writing across the cluster schools);	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$600.00 <input checked="" type="checkbox"/> Equity funding will be used
Teachers plan sessions in their program to gather feedback from students	Teacher(s)	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Teachers will provide opportunities for students to exercise authentic agency in their own learning	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to:	\$1.00 <input type="checkbox"/> Equity funding will be used
All staff will provide students with leadership opportunities through explicitly teaches leadership skills (evidenced in teaching programs); providing opportunities for students to initiate school events, and to engage in planning and facilitating them; providing opportunities for students to build partnerships that connect learning within and beyond the school and supports students to engage with the school community in different forums.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used

## Professional Learning and Development Plan - 2018

Walwa Primary School (2806)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Fortnightly Professional Learning Communities (PLC): to design learning programs (specifically in writing) that integrate the Victorian Curriculum/Achievement Standards; to ensure learning programs (curriculum implementation, pedagogical practices and assessment strategies) are consistent across the school and Cluster; and to ensure assessment strategies for literacy (writing) are	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site  PLT via polycom/visiting other schools/planning days at other schools

developmental and scaffolded to meet students' needs						
Provide time for teachers to monitor the effectiveness of the programs in meeting student learning needs and establishing challenging learning goals	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Provide teachers with opportunities to observe high quality practice and analyse evidence to determine the effectiveness of their own practice in progressing student learning (self-assessment and reflection regarding writing improvement (moderation etc); peer reflection - the use of walk throughs/observations and participate in observations) and feedback sessions between peers	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> Off-site  Other schools
Provide opportunities for colleagues to moderate and analyse multiple sources of assessment data and the opportunity to discuss and implement the use of assessment data (eg Essential Assessments/Fontas and	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

Pinnell), as a tool to identify where students are at, and what they need to focus on to improve (building their data and assessment literacy and use of data protocols)						
Priority time is given to teachers to utilise professional learning days and PLTs on HITS; discuss strategies to implement the UMLC Placemat strategy and specific chosen strategies from HITS into PDP (feedback and questioning)	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> Off-site  As per PLT meeting schedule
Time allocation for Teacher moderated/annotated writing samples at each Victorian Curriculum level (F to 3) outlining what is expected at each level and using the Big Write criterion as a guide for moderation;	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Implemented Cluster Strategy for Writing (including scope & sequence, minimum standards for genres; exemplars of student writing, 'I can' statements and criterion sheets for self-improvement in writing)	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 Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> Off-site  Professional space for staff

Representatives from the cluster investigate a leadership program suitable to the needs of all Years 5 and 6 (including affordability); the student voice program is implemented by the end of the year. This is to include the use of technology options (polycom) to link with other schools to gain 'leadership skills' and learning confidence, as well as investigating the use of VicSRC and School Ambassadors program	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> External consultants  VIC SRC CEP Youth Ambassadors	<input checked="" type="checkbox"/> Off-site  External consultants
The use of PIVOT is investigated by the Cluster Principals to gather a range of information for teachers to use in their classroom including Foundation students	Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site  Investigate off site
Implementation of a means of collecting effective 3 way feedback strategies to ensure best practice is used and students can implement feedback strategies; Cluster teachers are trained in how to access and use the data.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Usage of FISO/PLT to consolidate work on	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site



Claxton's work particularly relating to 'metacognition' and 'feedback' (and specifically with application to improving writing across the cluster schools);			<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions		
All staff will provide students with leadership opportunities through explicitly teaches leadership skills (evidenced in teaching programs); providing opportunities for students to initiate school events, and to engage in planning and facilitating them; providing opportunities for students to build partnerships that connect learning within and beyond the school and supports students to engage with the school community in different forums.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> Off-site  Observation of other school leadership programs

## Documents that support the plan

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

### Dimension 1

[Ada-Drummond - OCP.pdf \(2.08 MB\)](#)

[classroom composite document 1.pdf \(0.01 MB\)](#)

[data wall.docx \(0.24 MB\)](#)

[Walwa Data 2016.xlsx \(0.49 MB\)](#)

### Dimension 4

[2017 WALWA Teaching and Learning Plan.pdf \(22.23 MB\)](#)

[WALWA Whole School Curriculum and Assessment Plan 2017.pdf \(0.2 MB\)](#)

Self-evaluation Summary

[2017 Student Attitudes to School Survey.pdf \(0.19 MB\)](#)

[Parents Opinion Survey Report.pdf \(0.08 MB\)](#)