

# 2018 Annual Implementation Plan

for improving student outcomes

Patterson River Secondary College (8725)



Submitted for review by Daniel Dew (School Principal) on 20 December, 2017 at 09:04 PM  
Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 21 December, 2017 at 02:07 PM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2018

Patterson River Secondary College (8725)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
Excellence in teaching and learning	Building practice excellence	Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Evolving
	Vision, values and culture	Evolving
Positive climate for learning	Empowering students and building school pride	Evolving
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Emerging moving towards Evolving
	Intellectual engagement and self-awareness	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	Emerging moving towards Evolving

### Enter your reflective comments

Patterson River has seen consistent growth in nearly all performance measures, including ATS, staff & parent surveys and student growth 7-9. In the first year of the SSP, the College has achieved a number of significant goals including:

	<ul style="list-style-type: none"> <li>- Median study score of 30 in English</li> <li>- 25% High gain in NAPLAN reading</li> </ul>
<b>Considerations for 2019</b>	Patterson River has restructured the leadership team and student voice model for 2018. Both of these areas need considerable attention in 2018 to ensure that the changes lead to significant improvements in student outcomes. The focus on the Instructional Model, T&L groups and curriculum planning has continued to show improvement. Efforts in 2018 need to include the incorporation of several of the High Impact Teaching Strategies that are not currently covered by the T&L model. These include Questioning Techniques, Metacognitive Strategies and Collaborative Learning.
<b>Documents that support this plan</b>	Sch_Prj_Rpt_20178725 (3).pdf (1.86 MB)

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Patterson River Secondary College (8725)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To improve teacher capacity to implement the college instructional model.	<ul style="list-style-type: none"> <li>• More than 25% in high growth NAPLAN data</li> <li>• Less than 25% in low growth NAPLAN data</li> <li>• Staff Opinion Survey results in relation to Teaching &amp; Learning that are above state mean</li> <li>• PAT data</li> <li>• VCE mean study score consistently 29 or higher</li> </ul>	Yes	20% High Growth NAPLAN Numeracy 7-9 25% High Growth NAPLAN Reading 7-9 Staff Opinion Survey 90th Percentile for measures relating to T&L VCE Mean Study Score 30 in English	Building practice excellence
To improve the accuracy of teacher judgements.	<ul style="list-style-type: none"> <li>• Common Assessment tasks locked in for all subjects on Victorian Curriculum judgements (7-10)</li> <li>• 100% completion of curriculum documentation (including rubrics and exemplar/worked examples)</li> <li>• High correlation of teacher judgements with PAT and NAPLAN results.</li> </ul>	Yes	High quality rubrics in use for all subjects in semester two Improved correlation of NAPLAN/pat with teacher judgements.	Curriculum planning and assessment
To review the current staffing structure and develop a leadership, teacher and Educational Support (ES) structure, with clear, known role descriptions, to cater for the current and future needs of the college.	<ul style="list-style-type: none"> <li>• Elimination of staffing deficit</li> <li>• Increased level of funding through partnerships &amp; philanthropic</li> <li>• Increases in student ATTS survey results</li> <li>• Increases in staff attitude to school survey results (all areas)</li> </ul>	Yes	Student attendance improved 7-12 Student retention 10-12 improved	Building leadership teams
To improve student voice and school connectedness through the development and implementation of a student voice strategy across all levels of the college.	<ul style="list-style-type: none"> <li>• Improvement in student ATTS survey results (school connectedness)</li> <li>• Improved student behaviour results in staff and parent opinion survey results</li> </ul>	Yes	- Surveys completed for all staff norm referencing results against all staff.	Empowering students and building school pride

#### Improvement Initiatives Rationale

The College has achieved significant improvement / achieved major in roads in each of the 4 major SSP goals in 2017. Despite improvement, the College will seek to further improve student outcomes as it has yet to self assess as excelling in the FISO continue. The improvement initiatives will see the College strive towards excelling which will further seek further improvements to student outcomes.

<b>Goal 1</b>	To improve teacher capacity to implement the college instructional model.
<b>12 month target 1.1</b>	20% High Growth NAPLAN Numeracy 7-9 25% High Growth NAPLAN Reading 7-9 Staff Opinion Survey 90th Percentile for measures relating to T&L VCE Mean Study Score 30 in English
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Induct all students into the Instructional Model
KIS 2	Induct all new staff into the PRSC Instructional Model
KIS 3	Embed new HITS into the Teaching & Learning groups in Term 1&3 (Questioning Techniques, Metacognitive Strategies). Other groups include: Data & Assessment (Numeracy) Reading Comprehension Induction
KIS 4	Increase the number of VCE Year 12 teachers who are VCAA assessors
KIS 5	Implement a consistent approach to Individual Learning Plans that cater for Students At Risk, including: - PSD - ISP -Wellbeing -Out of Home Care - Koorie

<b>Goal 2</b>	To improve the accuracy of teacher judgements.
<b>12 month target 2.1</b>	High quality rubrics in use for all subjects in semester two Improved correlation of NAPLAN/pat with teacher judgements.
<b>FISO Initiative</b>	Curriculum planning and assessment
<b>Key Improvement Strategies</b>	
KIS 1	By the end of first semester all subjects will have implemented differentiated CATs that include high quality rubrics and worked examples. This will be supported by Domain planning time and professional practice days.
KIS 2	By the end of first term, all Domains will have completed a report on their teacher judgements and reported to curriculum committee.
KIS 3	By the end of term 3, all Domains will have completed cross marking activities at multiple year levels utilising professional practice days and/or Domain PD time.
KIS 4	By the end of the year, we will have completed minimum three Data Literacy PDs with the Seaford/Carrum Cluster. Sessions will include: -ACER (Understanding PAT assessments)

	<ul style="list-style-type: none"> <li>- Matt Vines (High Quality Rubrics and Assessment Practices)</li> <li>- Matt Vines (NAPLAN Reports)</li> </ul>
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<b>Goal 3</b>	To review the current staffing structure and develop a leadership, teacher and Educational Support (ES) structure, with clear, known role descriptions, to cater for the current and future needs of the college.
<b>12 month target 3.1</b>	Student attendance improved 7-12 Student retention 10-12 improved
<b>FISO Initiative</b>	Building leadership teams
<b>Key Improvement Strategies</b>	
KIS 1	By the end of term 1, all role descriptions will be updated to reflect any new changes created through the implementation of new 2018 teams.

<b>Goal 4</b>	To improve student voice and school connectedness through the development and implementation of a student voice strategy across all levels of the college.
<b>12 month target 4.1</b>	- Surveys completed for all staff norm referencing results against all staff.
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategies</b>	
KIS 1	By the end of Swimming Sports, all students will be assigned to the new houses.
KIS 2	By the end of first semester, all teachers will have completed a survey with a class that norm references against all teachers in their Domain and the school.
KIS 3	By the end of term all leadership roles will be filled into the new structure, including student representative council.

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

Patterson River Secondary College (8725)

<b>Goal 1</b>	To improve teacher capacity to implement the college instructional model.			
<b>12 month target 1.1</b>	20% High Growth NAPLAN Numeracy 7-9 25% High Growth NAPLAN Reading 7-9 Staff Opinion Survey 90th Percentile for measures relating to T&L VCE Mean Study Score 30 in English			
<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 1</b>	Induct all students into the Instructional Model			
Actions	Conduct year level instructional model assemblies			
Evidence of impact	Improvements in the ATS, particularly in the area of T&L and high expectations.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>

Assembly has taken place	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
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<b>Goal 1</b>	To improve teacher capacity to implement the college instructional model.			
<b>12 month target 1.1</b>	20% High Growth NAPLAN Numeracy 7-9 25% High Growth NAPLAN Reading 7-9 Staff Opinion Survey 90th Percentile for measures relating to T&L VCE Mean Study Score 30 in English			
<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 2</b>	Induct all new staff into the PRSC Instructional Model			
Actions	Create an induction group during term 1 for all new staff at the College to ensure that they are proficient in the use of the Instructional Model and T&L practices.			
Evidence of impact	Staff Opinion Survey results will improve in the areas of induction and T&L			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
All new staff have completed equivalent of 10 hours of PD in relation to the PRSC Instructional Model & T&L groups	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$200.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	To improve teacher capacity to implement the college instructional model.			
<b>12 month target 1.1</b>	20% High Growth NAPLAN Numeracy 7-9 25% High Growth NAPLAN Reading 7-9 Staff Opinion Survey 90th Percentile for measures relating to T&L VCE Mean Study Score 30 in English			
<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 3</b>	Embed new HITS into the Teaching & Learning groups in Term 1&3 (Questioning Techniques, Metacognitive Strategies). Other groups include: Data & Assessment (Numeracy) Reading Comprehension Induction			
Actions	Produce a train the trainer model for the T&L groups, including the implementation of the remainder elements of the HITS into the T&L framework.			
Evidence of impact	Improved student outcomes, evidence by PAT, ATS and staff opinion survey			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
At least 50% of staff have completed the new groups. New groups will include: Questioning Techniques Metacognitive Strategies Collaborative Learning	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$500.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	To improve teacher capacity to implement the college instructional model.			
<b>12 month target 1.1</b>	20% High Growth NAPLAN Numeracy 7-9 25% High Growth NAPLAN Reading 7-9 Staff Opinion Survey 90th Percentile for measures relating to T&L VCE Mean Study Score 30 in English			
<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 4</b>	Increase the number of VCE Year 12 teachers who are VCAA assessors			
Actions	Promote the benefits of becoming a VCE assessor.			
Evidence of impact	Number of staff members who are Year 12 assessors has increased.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Promote the idea of becoming a VCE examiner at the first assembly for the year.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	To improve teacher capacity to implement the college instructional model.			
<b>12 month target 1.1</b>	20% High Growth NAPLAN Numeracy 7-9 25% High Growth NAPLAN Reading 7-9 Staff Opinion Survey 90th Percentile for measures relating to T&L VCE Mean Study Score 30 in English			
<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 5</b>	Implement a consistent approach to Individual Learning Plans that cater for Students At Risk, including: - PSD - ISP - Wellbeing - Out of Home Care - Koorie			
Actions	Determine approach to producing, documenting and communicating Individual Learning Plans across students captured by Wellbeing & Support Services. New roles to support implementation will include; Learning Support Coordinator, Wellbeing & Support Services LT, Hands On Learning Program and Administration Assistants.			
Evidence of impact	Increased retention of students, particularly Years 10-12. Improved ability for teachers to cater for students At Risk			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
By the end of term 1, a consistent model will have been developed. All students will have ILP's completed and communicated (eg pinned on Compass) by the end of Semester 2.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To improve the accuracy of teacher judgements.			
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<b>12 month target 2.1</b>	High quality rubrics in use for all subjects in semester two Improved correlation of NAPLAN/pat with teacher judgements.			
<b>FISO Initiative</b>	Curriculum planning and assessment			
<b>Key Improvement Strategy 1</b>	By the end of first semester all subjects will have implemented differentiated CATs that include high quality rubrics and worked examples. This will be supported by Domain planning time and professional practice days.			
Actions	All staff to complete Professional Develop regarding rubrics and formative assessment.			
Evidence of impact	Teacher judgements in semester 1&2 will demonstrate continued improvement from 2017. Students will improved levels of growth as demonstrated by PATR&M.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Rubrics are in place and used as a common element of our success criteria for major tasks.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To improve the accuracy of teacher judgements.			
<b>12 month target 2.1</b>	High quality rubrics in use for all subjects in semester two Improved correlation of NAPLAN/pat with teacher judgements.			
<b>FISO Initiative</b>	Curriculum planning and assessment			
<b>Key Improvement Strategy 2</b>	By the end of first term, all Domains will have completed a report on their teacher judgements and reported to curriculum committee.			
Actions	Domains leaders will be provided with a database of teacher judgements from Semester 2 2017. They will present this to their domain and seek feedback regarding the results. A summary report will be tabled at curriculum committee.			
Evidence of impact	Improved teacher judgements in semester 1 2018.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Each Domain has presented to curriculum committee by the end of semester 1.	KLA Leader	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To improve the accuracy of teacher judgements.			
<b>12 month target 2.1</b>	High quality rubrics in use for all subjects in semester two Improved correlation of NAPLAN/pat with teacher judgements.			
<b>FISO Initiative</b>	Curriculum planning and assessment			
<b>Key Improvement Strategy 3</b>	By the end of term 3, all Domains will have completed cross marking activities at multiple year levels utilising professional practice days and/or Domain PD time.			
Actions	Each Domain has completed cross marking session at multiple year levels.			
Evidence of impact	Greater consistency in teacher judgements			



Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Domains have completed the cross marking sessions and reported to curriculum.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To improve the accuracy of teacher judgements.			
<b>12 month target 2.1</b>	High quality rubrics in use for all subjects in semester two Improved correlation of NAPLAN/pat with teacher judgements.			
<b>FISO Initiative</b>	Curriculum planning and assessment			
<b>Key Improvement Strategy 4</b>	By the end of the year, we will have completed minimum three Data Literacy PDs with the Seaford/Carrum Cluster. Sessions will include: -ACER (Understanding PAT assessments) - Matt Vines (High Quality Rubrics and Assessment Practices - Matt Vines (NAPLAN Reports)			
Actions	The College will conduct a number of Data Literacy sessions by the end of term 3			
Evidence of impact	Teacher judgements compared year on year.			

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Three sessions have been completed with the attendance of cluster primary school teachers.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 3</b>	To review the current staffing structure and develop a leadership, teacher and Educational Support (ES) structure, with clear, known role descriptions, to cater for the current and future needs of the college.			
<b>12 month target 3.1</b>	Student attendance improved 7-12 Student retention 10-12 improved			
<b>FISO Initiative</b>	Building leadership teams			
<b>Key Improvement Strategy 1</b>	By the end of term 1, all role descriptions will be updated to reflect any new changes created through the implementation of new 2018 teams.			
Actions	Team meetings will be conducted in term 1 that will involve staff listed roles against an RACI table. Each staff member will review their role description with their reviewer by the end of term 1.			
Evidence of impact	Their will be less staff conflict in the workplace. This will be evidenced by improvements in the staff opinion survey.			

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
All role descriptions have been edited and signed off by review via the Office 365 Role Description document.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 4</b>	To improve student voice and school connectedness through the development and implementation of a student voice strategy across all levels of the college.			
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<b>12 month target 4.1</b>	- Surveys completed for all staff norm referencing results against all staff.			
<b>FISO Initiative</b>	Empowering students and building school pride			
<b>Key Improvement Strategy 1</b>	By the end of Swimming Sports, all students will be assigned to the new houses.			
Actions	Launch the new house system with students upon the return of the students. Students will be assigned to new houses. Houses will be aligned to the new values and award system.			
Evidence of impact	increased school connectedness as demonstrated by the student ATS.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Students have been assigned to houses. An increased and varied timetable of extra curricula activities is on offer throughout the course of the year.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$3,500.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 4</b>	To improve student voice and school connectedness through the development and implementation of a student voice strategy across all levels of the college.			
<b>12 month target 4.1</b>	- Surveys completed for all staff norm referencing results against all staff.			
<b>FISO Initiative</b>	Empowering students and building school pride			
<b>Key Improvement Strategy 2</b>	By the end of first semester, all teachers will have completed a survey with a class that norm references against all teachers in their Domain and the school.			
Actions	The new Student Voice and Engagement Leader will oversee the implementation of the new staff surveys. Survey results will be used as part of the mid cycle review process to ascertain progress and potential changes in direction.			
Evidence of impact	Student ATS will improve for the following year. Staff survey performance measures will improve in relation to T&L and collective efficacy.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
All staff have completed a survey for minimum one class by the end of term 1.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 4</b>	To improve student voice and school connectedness through the development and implementation of a student voice strategy across all levels of the college.			
<b>12 month target 4.1</b>	- Surveys completed for all staff norm referencing results against all staff.			
<b>FISO Initiative</b>	Empowering students and building school pride			
<b>Key Improvement Strategy 3</b>	By the end of term all leadership roles will be filled into the new structure, including student representative council.			
Actions	Communicate the new structure to the school community at the beginning of the year. Conduct elections at each year level for the leadership roles.			
Evidence of impact	Student Voice measures on the ATS improve from 2017.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Students have a representative at each school council meeting. All school assemblies are student run. All leadership positions have been filled.	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used

## Professional Learning and Development Plan - 2018

Patterson River Secondary College (8725)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
All new staff have completed equivalent of 10 hours of PD in relation to the PRSC Instructional Model & T&L groups	Leading Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
At least 50% of staff have completed the new groups. New groups will include: Questioning Techniques Metacognitive Strategies Collaborative Learning	Leadership Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Promote the idea of becoming a VCE examiner at the first assembly for the year.	Principal	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"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site  Staff will be provided with time to complete VCAA assessing
Rubrics are in place and used as a common element of our success criteria for major tasks.	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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Each Domain has presented to curriculum committee by the end of semester 1.	KLA Leader	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Domains have completed the cross marking sessions and reported to curriculum.	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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Three sessions have been completed with the attendance of cluster primary school teachers.	All Staff	from: Term 1 to: Term 3	<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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
All role descriptions have been edited and signed off by review via the Office 365 Role Description document.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

## Documents that support the plan

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

### Dimension 1

[2017 Performance and Development Booklet.docx \(0.22 MB\)](#)

[2017 Staff Handbook.docx \(1.43 MB\)](#)

### Self-evaluation Summary

[Sch Prf Rpt 20178725 \(3\).pdf \(1.86 MB\)](#)

### 2018 Annual Implementation Plan

[PRSC@4x.jpg \(0.08 MB\)](#)

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