

2018 Annual Implementation Plan

for improving student outcomes

Balwyn Primary School (1026)



Submitted for review by Patricia Manicom (School Principal) on 13 December, 2017 at 04:36 PM
Endorsed by Irene Harding (Senior Education Improvement Leader) on 14 December, 2017 at 12:48 PM
Endorsed by Chris Williams (School Council President) on 20 December, 2017 at 10:05 PM

Self-evaluation Summary - 2018

Balwyn Primary School (1026)

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

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	Excelling

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

Enter your reflective comments	<p>Key Findings from the Self-Evaluation</p> <p>Students, staff and parents view the School as a focused learning environment. This has been achieved through a focus on strengthening teacher practice, maintaining an inclusive, positive learning environment and building strong community partnerships.</p> <p>School leaders and staff have a clear line of sight around the strategic direction of the School. The School's improvement agenda is driven through a focused, collaborative, distributed leadership approach. An identified strength is the collective and collaborative work staff undertake in Professional Learning Teams (PLTs). This work lays an essential foundation for effective design, implementation and review. It also supports the implementation of a well-evidenced differentiated learning approach.</p> <p>The School Values and associated expectations are designed to support all students to reach their fullest potential within a caring and supportive learning environment. These values and expectations were verified during staff, student and community sessions.</p>
---------------------------------------	---

	<p>Staff feedback on the Continua indicates all dimensions are within the embedding or excelling stage. The Continua for School Improvement will be used to identify areas of practice requiring improvement in line with the Framework for Improving Students Outcomes.</p> <p>The School's future approach will continue to be strengthened through:</p> <ul style="list-style-type: none"> •building consistency, rigor and precision around teacher practice; •deepening cohesion and consistency in curriculum through lines and delivery on a vertical level; •expanding learner agency and engagement in learning and teaching; •maintaining our focused teaching and learning organisational structures; •refining and integrating the authentic use of digital technologies •maintaining critical & creative thinking and to be socially connected and resilient.
<p>Considerations for 2019</p>	<p>The School's future approach will continue to be strengthened through:</p> <ul style="list-style-type: none"> •building consistency, rigor and precision around teacher practice; •deepening cohesion and consistency in curriculum throughlines and delivery on a vertical level; •expanding learner agency and engagement in learning and teaching; •maintaining our focused teaching and learning organisational structures; •refining and integrating the authentic use of digital technologies across the School curriculum; and •maintaining our aim of developing in our School community a love of learning, strong communication skills, the ability to be responsible, creative and critical thinkers, and to be socially connected and resilient. <p>Potential Areas of Focus for the future</p> <p>Excellence in Teaching and Learning</p> <ul style="list-style-type: none"> •Continue to refine our Inquiry Units, embedding Design Thinking practices into our teaching and learning, to build learner agency and engagement. •Continue building teachers' capacity in the rigorous use of student performance evidence to inform differentiated planning, delivery and monitoring of student achievement. •Maintain and strengthen a consistent whole school approach to planning, teaching, learning and assessment, with a particular focus on teacher practice in writing. •Continue to build a shared focus around evidence based best practice. •Continue building a deep conceptual understanding of Victorian Curriculum F-10, to assist consistency and cohesion in curriculum delivery and throughlines, including making relevant global connections. <p>Professional Leadership</p>

	<ul style="list-style-type: none"> •Maintain focus on refining the distributed leadership model. <p>Positive Climate for Learning</p> <ul style="list-style-type: none"> •For students to routinely set meaningful learning goals, assess their progress and set future learning targets •Implement further avenues for learner agency to be enacted by all students. •Develop and integrate digital technologies curriculum school wide <p>Parents as Partners</p> <ul style="list-style-type: none"> •Continue to build meaningful home/school partnerships
Documents that support this plan	<p>AR_20171026.docx (0.49 MB)</p> <p>Balwyn Pre-review Self Evaluation Report.docx (0.86 MB)</p>

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Balwyn Primary School (1026)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To maximise student learning growth across the curriculum with a specific focus on English and Mathematics.	To increase the percentage of students within the cohort achieving in the top two bands in NAPLAN by 2021. Year 3 Reading will increase from 78.5% to 80%	Yes	Outline what you want achieve in the next 12 months against your Strategic Plan target. Year 3 Reading will increase from 78.5% to 79%. Year 3 Writing will increase from 78.5% to 79%. Year 3 Numeracy will increase from 77.2% to	Building practice excellence

	<p>Year 3 Writing will increase from 78.5% to 80%</p> <p>Year 3 Numeracy will increase from 77.2% to 80%</p> <p>Year 5 Reading will increase from 54.9% to 60%</p> <p>Year 5 Writing will increase from 39.3% to 50%</p> <p>Year 5 Numeracy will increase from 56.5% to 60%</p> <p>Increase the percentage of students achieving high growth on NAPLAN relative growth reports.</p> <p>Domain percentage of students showing high growth from Year 3 to 5 will increase as follows:</p> <p>Reading 25.5% will increase to >40%</p> <p>Writing 37.2% will increase to >40%</p> <p>Numeracy 27.9% will increase to >40%</p> <p>Decrease the percentage of students achieving low growth on NAPLAN Relative growth report will decrease as follows (2018-2021).</p> <p>Reading 18.6% will decrease to 10%</p> <p>Writing 16.28% will decrease to 10%</p> <p>Numeracy 11.63% will decrease to 10%</p>		<p>78%.</p> <p>Year 5 Reading will increase from 54.9% to 56%.</p> <p>Year 5 Writing will increase from 39.3% to 44%.</p> <p>Year 5 Numeracy will increase from 56.5% to 58%.</p>	
To maximise student and organisational resilience.	<p>Growth on Student Attitudes to School Survey % of Positive Responses:</p> <p>Classroom Behaviour from 79% to 80%.</p> <p>Student Voice and Learner Agency from 74% to 80%.</p> <p>Transitions from 75% to 80%. Respect for Diversity from 78% to 80%.</p> <p>Growth on the Staff Opinion Survey on the following dimensions:</p>	Yes	<p>Student Attitudes to School Survey:</p> <p>% Positive Response</p> <p>Classroom behaviour from 79% to 80%</p> <p>Student Voice from 75% to 80%</p> <p>Transitions from 75% to</p>	Empowering students and building school pride

	<p>Teacher collaboration from 67.3% to 75%</p> <p>Staff Professional Safety from 62.4% to 70%.</p> <p>Staff Trust in Colleagues from 76.8% to 80%.</p>		<p>80%</p> <p>Respect for Diversity from 78% to 80%</p> <p>Staff Opinion: Teacher Collaboration 67.3 to 74%</p> <p>Staff Prof. Safety 62.4% to 65%</p> <p>Staff Trust 76.8% to 78%</p>	
--	--	--	--	--

<p>Improvement Initiatives Rationale</p> <p>Developing the whole child emotionally, socially, culturally and intellectually is essential to prepare students to successfully navigate the local and global landscape.</p> <p>To do this, students need to further develop capability and capacity to reflect critically and provide feedback on their learning, as an active participant in the learning process to maximise learning growth and organisational resilience.</p>
--

Goal 1	To maximise student learning growth across the curriculum with a specific focus on English and Mathematics.
12 month target 1.1	<p>Year 3 Reading will increase from 78.5% to 79%.</p> <p>Year 3 Writing will increase from 78.5% to 79%.</p> <p>Year 3 Numeracy will increase from 77.2% to 78%.</p> <p>Year 5 Reading will increase from 54.9% to 56%.</p> <p>Year 5 Writing will increase from 39.3% to 44%.</p> <p>Year 5 Numeracy will increase from 56.5% to 58%.</p>
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Enhance Curriculum and Pedagogical Practices

	Develop an agreed and consistently implemented Instructional model that ensures that the individual learning needs of all individuals are met
KIS 2	Develop Leadership Capacity Develop the leadership capacity of the teaching and learning Leaders and the School Improvement Team
KIS 3	Build Teacher Capacity Build Teacher Capacity to differentiate teaching to challenge and ensure progress for every student.

Goal 2	To maximise student and organisational resilience.
12 month target 2.1	Student Attitudes to School Survey: % Positive Response Classroom behaviour from 79% to 80% Student Voice from 75% to 80% Transitions from 75% to 80% Respect for Diversity from 78% to 80% Staff Opinion: Teacher Collaboration 67.3 to 74% Staff Prof. Safety 62.4% to 65% Staff Trust 76.8% to 78%
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Health and Wellbeing Provide a stimulating, inclusive, safe and secure learning environment, where students are active learners who collaborate, explore and connect with the school and the wider community.

Define Evidence of Impact and Activities and Milestones - 2018

Balwyn Primary School (1026)

Goal 1	To maximise student learning growth across the curriculum with a specific focus on English and Mathematics.			
12 month target 1.1	<p>Year 3 Reading will increase from 78.5% to 79%. Year 3 Writing will increase from 78.5% to 79%. Year 3 Numeracy will increase from 77.2% to 78%. Year 5 Reading will increase from 54.9% to 56%. Year 5 Writing will increase from 39.3% to 44%. Year 5 Numeracy will increase from 56.5% to 58%.</p>			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	<p>Enhance Curriculum and Pedagogical Practices</p> <p>Develop an agreed and consistently implemented Instructional model that ensures that the individual learning needs of all individuals are met</p>			
Actions	<ul style="list-style-type: none"> • Strengthen a whole school approach to planning, teaching, learning and assessment with a particular focus on teacher practice in English and Mathematics. • Utilise consistent High Impact Teaching Strategies that underpin effective teaching and learning, with an emphasis on learner agency. • Embed personalised learning of the curriculum. • Develop a deep conceptual understanding of Victorian Curriculum F-10 to assist consistency and cohesion in curriculum delivery and throughlines. 			
Evidence of impact	<ul style="list-style-type: none"> • Consistent whole school approach to planning. • Teacher planning documents reflect student progression and HITS embedded. • Data is recorded and demonstrates student growth. • NAPLAN results targets achieved. • Learning Specialist is timetabled in a coaching capacity across the school. 			
Activities and Milestones	Who	Is this a Professional	When	Budget

		Learning Priority		
Attend PLCs, providing coaching and enhancing Victorian Curriculum understanding. Support curriculum differentiation through the use of assessment and data provided.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$22,140.00 <input type="checkbox"/> Equity funding will be used
Attend PLCs, providing coaching and enhancing Victorian Curriculum understanding. Support curriculum differentiation through the use of assessment and data.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Strategic Plan Leaders and Team Leaders will drive whole school improvement vertically and horizontally.	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$31,250.00 <input type="checkbox"/> Equity funding will be used
Liaise with educational consultant Lyn Reggett in supporting and developing teacher curriculum knowledge and understanding.	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$17,500.00 <input type="checkbox"/> Equity funding will be used
Support the successful implementation of vertical and horizontal cohesion across the school with PLCs which include LS, TLs and SPLs.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$12,000.00 <input type="checkbox"/> Equity funding will be used
Actively involved in PLCs, developing team planners and classroom planners effectively embedding the HITS.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,422.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To maximise student learning growth across the curriculum with a specific focus on English and Mathematics.
12 month target 1.1	Year 3 Reading will increase from 78.5% to 79%. Year 3 Writing will increase from 78.5% to 79%. Year 3 Numeracy will increase from 77.2% to 78%. Year 5 Reading will increase from 54.9% to 56%.

	Year 5 Writing will increase from 39.3% to 44%. Year 5 Numeracy will increase from 56.5% to 58%.			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 2	Develop Leadership Capacity Develop the leadership capacity of the teaching and learning Leaders and the School Improvement Team			
Actions	Determine and implement a Leadership Team Structure, including a Learning Specialist and Literacy and Numeracy Strategic Plan Leader that is strategically focused, drives innovation, facilitates rigorous challenge and implements change related to ongoing school improvement.			
Evidence of impact	<ul style="list-style-type: none"> • Exemplary classroom practice and demonstration lessons are modelled and demonstrated. • Professional Learning is accessed by Leaders. • Succession planning is built. • Literacy Leader, Maths Leader and Learning Specialist positively impact student outcomes. • Data analytics role impacts teachers understanding, interpretation and usage of data to inform teaching and learning. • A distributed leadership Model is in place. • Professional learning in Leadership enhances Leadership capacity. • Refined leadership structure ensures delivery of SSP initiatives. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
A Learning Specialist will be appointed and Numeracy and Literacy PLT leaders will be identified.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$97,624.00 <input type="checkbox"/> Equity funding will be used
Professional learning through Bastow will be offered to support leadership development.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used

Professional learning (e.g. critical friends, articles, research papers and data) will be provided during leadership meetings.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Overseeing, monitoring and mentoring the Strategic Plan Leaders in curriculum development and pedagogical approaches.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Liaise with Leading Teachers, Learning Specialist and Team Leaders and Strategic Plan Leaders to develop their leadership capacity.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Building capacity through data analytics and coaching to increase teacher leadership effectiveness.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To maximise student learning growth across the curriculum with a specific focus on English and Mathematics.
12 month target 1.1	Year 3 Reading will increase from 78.5% to 79%. Year 3 Writing will increase from 78.5% to 79%. Year 3 Numeracy will increase from 77.2% to 78%. Year 5 Reading will increase from 54.9% to 56%. Year 5 Writing will increase from 39.3% to 44%. Year 5 Numeracy will increase from 56.5% to 58%.
FISO Initiative	Building practice excellence
Key Improvement Strategy 3	Build Teacher Capacity Build Teacher Capacity to differentiate teaching to challenge and ensure progress for every student.
Actions	<ul style="list-style-type: none"> • Develop a strategic professional learning plan in order to build consistency, rigour and precision around teacher practice. • Challenge staff to promote and demonstrate a 'growth mindset' – incorporating the three levels of learning intelligence: School, Team and Self. • Develop the capacity of teachers to use quality formative and summative assessment practices to evaluate the impact on learning

	<p>and respond to student need.</p> <ul style="list-style-type: none"> • Increase the capacity of all staff to implement innovative learning practices such as use of digital technologies and using learning spaces in a flexible manner. • Develop staff capacity to implement the Design Thinking Inquiry approach to facilitate critical and creative thinking skills. 			
Evidence of impact	<ul style="list-style-type: none"> • Staff have a sound knowledge of DET initiatives e.g. FISO, AITSL standards etc. •The PDP process is aligned with SSP and AIP. •School operational, curriculum and welfare processes are understood and applied. •Whole school pedagogical practice is refined. •Coaching, modelling and demonstration lessons scaffold alignment of pedagogy. •Peer Learning refines and enhances pedagogical practices positively impacting student outcomes. •Access to coaching refines and enhances pedagogical practices positively impacting student outcomes. •Planning days strengthen teacher collaboration and curriculum alignment to optimise student outcomes. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Leading staff accountability e.g. PDP process, FISO, AITSL standards, Victorian Code of Conduct, VIT, etc.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Leading staff accountability e.g. VIT, Operational, referral process, student wellbeing etc.	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Leading professional conversations, coaching, modelling, demonstrating and refining teaching and learning practices.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,500.00 <input type="checkbox"/> Equity funding will be used
Professional Learning Communities will be led and facilitated.	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Collegiate visits and learning walks are led. Ensure vertical and horizontal cohesion between teams.	Team Leader(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional Learning, Coaching and Peer Learning program organised and scheduled.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional teaching capacity built by: ongoing assessment, professional reading, active participation in planning days, implementing and develop school planners and collegiate pedagogical dialogue.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$8,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To maximise student and organisational resilience.
12 month target 2.1	<p>Student Attitudes to School Survey: % Positive Response</p> <p>Classroom behaviour from 79% to 80% Student Voice from 75% to 80% Transitions from 75% to 80% Respect for Diversity from 78% to 80%</p> <p>Staff Opinion: Teacher Collaboration 67.3 to 74% Staff Prof. Safety 62.4% to 65% Staff Trust 76.8% to 78%</p>
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	<p>Health and Wellbeing</p> <p>Provide a stimulating, inclusive, safe and secure learning environment, where students are active learners who collaborate, explore and connect with the school and the wider community.</p>

Actions	<ul style="list-style-type: none"> • Review and respond to wellbeing and resilience practices across the school. • Refine programs and implement the Respectful Relationships program that develop the school's values, behaviours and attributes. • Parents and Carers as Partners • Continue to build meaningful home, school, local and global partnerships. 			
Evidence of impact	<ul style="list-style-type: none"> • Promotion of whole school vision and modelling of 'learning for life' is actively promoted in interaction with students, staff, families and the wider community. • Student Attitudes to School data reflects increased scores. • Initiatives are successfully implemented with strong support from the parent community. • Staff engage in Respectful Relationships professional learning. • Staff Survey shows increased trust and Staff Professional Safety. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Learning organisation culture and vision is enhanced.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Parent partnerships continue to be fostered through PFTA, parent participation and classroom helpers.	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,200.00 <input type="checkbox"/> Equity funding will be used
Data analysis to determine areas of need and monitor areas of growth. Refine and implement Respectful Relationships	Wellbeing Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Resilience practices are embedded and student and staff resilience is enhanced.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Learning Intervention provided to scaffold and support students "at risk".	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$86,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Balwyn Primary School (1026)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Attend PLCs, providing coaching and enhancing Victorian Curriculum understanding. Support curriculum differentiation through the use of assessment and data provided.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants Lyn Reggett Educational Consultant.	<input checked="" type="checkbox"/> On-site
Attend PLCs, providing coaching and enhancing Victorian Curriculum understanding. Support curriculum differentiation through the use of assessment and data.	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<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"/> Subject association <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Strategic Plan Leaders and Team Leaders will drive whole school improvement vertically and horizontally.	PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site Basow and other PD Courses

				<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Educational Consultants eg Lyn Reggett, Lauren Johns (NoTosh).	
Liaise with educational consultant Lyn Reggett in supporting and developing teacher curriculum knowledge and understanding.	School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free 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"/> External consultants Lyn Reggett Education Consultant	<input checked="" type="checkbox"/> On-site
Support the successful implementation of vertical and horizontal cohesion across the school with PLCs which include LS, TLs and SPLs.	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<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"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants Education Consultants Lyn Reggett & Lauren Johns (NoTosh)	<input checked="" type="checkbox"/> On-site

Actively involved in PLCs, developing team planners and classroom planners effectively embedding the HITS.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants Ed Consultants Lauren Johns(NoTosh), Dot Deviny (OT), Suse Nelson, Lyn Reggett.	<input checked="" type="checkbox"/> On-site
A Learning Specialist will be appointed and Numeracy and Literacy PLT leaders will be identified.	Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional learning through Bastow will be offered to support leadership development.	Principal	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"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow
Professional learning (e.g. critical friends, articles, research papers and data)	Principal	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"/> Whole School Student Free Day	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site

will be provided during leadership meetings.				<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice		
Overseeing, monitoring and mentoring the Strategic Plan Leaders in curriculum development and pedagogical approaches.	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> 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"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Liaise with Leading Teachers, Learning Specialist and Team Leaders and Strategic Plan Leaders to develop their leadership capacity.	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Building capacity through data analytics and coaching to increase teacher leadership effectiveness.	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Leading professional conversations, coaching, modelling, demonstrating and	Learning Specialist(s)	from: Term 1 to: Term 4	<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"/> Leadership partners	<input checked="" type="checkbox"/> On-site

refining teaching and learning practices.			<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External consultants Lyn Reggett	
Professional Learning, Coaching and Peer Learning program organised and scheduled.	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants Education Consultants: Lyn Reggett	<input checked="" type="checkbox"/> On-site

Documents that support the plan

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

Self-evaluation Summary

[AR_20171026.docx \(0.49 MB\)](#)

[Balwyn Pre-review Self Evaluation Report.docx \(0.86 MB\)](#)

2018 Annual Implementation Plan

[Balwyn Pre-review Self Evaluation Report.docx \(0.86 MB\)](#)

[BPS School Strategic Plan V1 5.10.17.docx \(0.08 MB\)](#)

[Job Description Learning specialist.docx \(0.02 MB\)](#)

[Joint SIP Agreement BPS and RPS.pdf \(5.33 MB\)](#)

[Learning Specialist Role.docx \(0.02 MB\)](#)