

# 2018 Annual Implementation Plan

## for improving student outcomes

Westgrove Primary School (5365)



Submitted for review by Tami-Jo Richter (School Principal) on 15 December, 2017 at 05:20 PM  
Endorsed by Helen Hobley (Senior Education Improvement Leader) on 22 January, 2018 at 01:39 PM  
Endorsed by Sam Renton (School Council President) on 05 March, 2018 at 01:40 PM

# Self-evaluation Summary - 2018

Westgrove Primary School (5365)

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

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

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

<b>Enter your reflective comments</b>	<ul style="list-style-type: none"> <li>-Strengths: community networks and assistance for the community; well-being resources; support for intervention; leadership structure for staff development (IL); PD; improvement in inquiry units; support resources for staff- counsellor, youth worker, IT tech; consultation with whole staff and SIL, CC; reviewing processes and structures well; continuous reporting- informing regularly</li> <li>-Leadership team agree about the reflection</li> <li>- need to continue doing what we are all reading doing- staying the course so as to build teacher capacity and not overwhelm</li> <li>- improvement in data- trying to find ways to improve the analysis of data to inform planning and professional development better</li> </ul>
<b>Considerations for 2019</b>	<ul style="list-style-type: none"> <li>-managing staff change/ continue PL for inquiry, writing, Berry st, student voice and agency, reflective journals,</li> <li>-monitoring needs to be more formal</li> <li>- expectations of Level 2 teachers needs to rise and be clear</li> <li>- managing student behaviour and ensuring that it is the responsibility of the teachers to manage supported by leadership</li> </ul>

	will be a focus for next year. Ensuring staff have skills to manage will be a focus for PL. - looking at ways to empower the build pride and confidence in 2018 Year 5 cohort.
<b>Documents that support this plan</b>	<p>better buddies lesson sample.docx (0.01 MB)</p> <p>Caitlyn Coaching agreement year 2.docx (0.12 MB)</p> <p>Coaching Docs Master.docx (0.25 MB)</p> <p>Coaching Observation Mel 1.docx (0.03 MB)</p> <p>Coaching Observation Mel 2.docx (0.03 MB)</p> <p>Grade 1 Work Program.docx (0.6 MB)</p> <p>PLT minutes year 2.docx (0.02 MB)</p> <p>Reflection Sample Grade 1.pdf (0.2 MB)</p> <p>Year 1 PLT Goal.docx (0.05 MB)</p> <p>Year 1 Term 4 2017 Newsletter.pptx (0.17 MB)</p> <p>Year One Data Analysis.pptx (0.08 MB)</p>

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Westgrove Primary School (5365)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To improve the learning growth in literacy and numeracy for every student with a particular emphasis on Writing.	School Naplan results will indicate: 1.Relative Growth to be at the following levels~ Reading - 30% of students achieve high growth (2014 – 21.54%),	Yes	Outline what you want achieve in the next 12 months against your Strategic Plan target.  To improve literacy practice across the school, in particular writing for an improved percentage of	Building practice excellence

	<p>20% low growth (2014 – 24.62%)  Number - 35% of students will achieve high growth (2014 – 29.85%), 15% low growth (2014 – 19.4%) Writing - 25% of students will achieve high growth (2014 – 14.93%) , 25% low growth (2014 – 31.34%) 2. Year 3 Reading - 50% or more students to be in bands 5 &amp;6 (2014 – 31.5%) Numeracy -50% or more students to be in bands 5 &amp;6 (2014 – 42.7%) Writing - 60% or more students to be in bands 5&amp;6 (2014 – 50%) 3. Year 5 Reading - 45% or more of students to be in bands 7 &amp; 8 (2014 – 51.3%) Numeracy - 45% of students to be in 1. To build a guaranteed and viable curriculum focused on enhancing student learning. 2. To build the instructional practice of every teacher. 7 bands 7&amp;8 (2014 – 25.6%) Writing - 60% of students to be in bands 7&amp;8 (2014 – 12.5%) Teacher judgements, informed by the triangulation of several data sources including on- line on-demand testing and common assessment tasks, will indicate all students deemed capable will demonstrate a learning growth of at least 1 Ausvels level per year in reading, writing and numeracy. (2014 – percentage of students with a learning growth of 1 Ausvels level or more)  Reading Writing Number Prep 92% 90% 91% Year 1 83% 91% 80% Year 2 91% 81% 85% Year 3 75% 79% 78% Year 4 92% 96% 92% Year 5 85% 77% 85% Year 6 82% 82% 93%</p>		<p>students to be at standard and above level.  Targets are: Year 3  Bands 5/6 to increase to 50% for reading (2017-42%); 60% for writing (2017-71%); 60% for numeracy (2017-54%)  Year 5  Bands 7/8 to increase to 45% for reading (2017-32.2%); 30% in writing (2017- 20.7%); 40% for numeracy (2017-27.6%)  Year 3  Bands 1/2 to decrease to 0% for reading (2017-3%); writing to stay at 0%; numeracy to 5% (2017-8%)  Year 5  Bands 3/4 to decrease to 8% for reading (2017-11.5%); 5% for writing (2017-8%); 8% for numeracy (2017-11.5%)</p>	
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<p>To improve student engagement in their learning.</p>	<p>Student Attitude to School Survey will indicate improved outcomes in the teaching and learning variables ~learning confidence, school connectedness, stimulating learning, student motivation, teacher effectiveness and teacher empathy. Improvement will be evidenced by an average score of 4.7 or higher. Parent Opinion Survey will indicate improved outcomes in the stimulating learning, learning focus and school 3. Build the data literacy of every teacher. 4. Build and monitor a whole school approach to Professional Learning Teams (PLT's). 5. Ensure comprehensive and cohesive student transitions across the school. 8 into further education and work. connectedness variables. Improvement will be evidenced by an average score for these variables of 5.78 or higher. Staff survey will indicate high levels of teacher engagement (collective participation 2018-85%endorsement)</p>	<p>Yes</p>	<p>Improved positive response to classroom behaviour to be above 80% in 2018. To improve parent survey results for stimulating learning environment to above 85%.Teacher concern positive response to be above 80% in student survey.</p>	<p>Building practice excellence</p>
<p>Build the connectedness across the school between students, staff, families and the community</p>	<p>Student Attitude to School Survey results will indicate improved outcomes in Student Relationships variables of classroom behaviour, connectedness to peers and student safety. Improvement will be evidenced by an average score of 4.0 or higher. Staff survey to indicate an increase in the connectedness of families, staff and students in the variables of school climate: 1.Trust in students and parents from 55% in 2014 to 75% in 2018 2.Parent and community</p>	<p>Yes</p>	<p>Absences to be reduced to 15days or below. Parent participation positive response in the parent survey to be above 80%. Student positive response to classroom behaviour to be above 80%. Improve positive response to non-experience of bullying to 80% in all year levels in 2018; Improve parent</p>	<p>Setting expectations and promoting inclusion</p>

	involvement from 63% in 2014 to 80% in 2018 Absences will be reduced to an average of 15 days or below per student F-6 6. Build the partnership with parents and the community.		survey results for bullying across the school to above 70% positive response.	
Maximise the school resources to ensure the achievement of the strategic plan priorities	Staff survey to indicate an increase in the professional learning module 1.Maintain the applicability of PL at 92% or better in 2018 2.Maintain active participation at 80% in 2018. Parent Opinion Survey data will indicate a school mean score to be 5.8 or higher on the School Improvement variable	No		

**Improvement Initiatives Rationale**

The targets chosen above were low on our survey results and will impact significantly on student learning if we can improve them. Attendance is an issue with a number of families with chronic absence that we are finding difficult to address- have made meeting times, follow up phone calls, home visits and letters to the truancy officer with no improvement. Strategies we have employed this year seem to be working across teaching and learning but we still need to build teacher capacity and ensure that the planning and effective teaching and learning becomes embedded. Berry St has been booked since the beginning of this year for 2018 to support student self-regulation, social skills and teacher understanding and behaviour management strategies.we hope that this help with some engagement and motivation issues.

<b>Goal 1</b>	To improve the learning growth in literacy and numeracy for every student with a particular emphasis on Writing.
<b>12 month target 1.1</b>	To improve literacy practice across the school, in particular writing for an improved percentage of students to be at standard and above level. Targets are: Year 3 Bands 5/6 to increase to 50% for reading (2017-42%); 60% for writing (2017-71%); 60% for numeracy (2017-54%) Year 5 Bands 7/8 to increase to 45% for reading (2017- 32.2%); 30% in writing (2017- 20.7%); 40% for numeracy (2017-27.6%) Year 3 Bands 1/2 to decrease to 0% for reading (2017-3%); writing to stay at 0%; numeracy to 5% (2017-8%) Year 5 Bands 3/4 to decrease to 8% for reading (2017-11.5%); 5% for writing (2017-8%); 8% for numeracy (2017-11.5%)

<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	to improve teacher understanding and use of high impact strategies and teaching
KIS 2	to improve teacher understanding and use of the writing traits
KIS 3	to embed the use of comprehensive assessment strategies such as writing conferences, rubrics etc
KIS 4	to improve student perception of writing

<b>Goal 2</b>	To improve student engagement in their learning.
<b>12 month target 2.1</b>	Improved positive response to classroom behaviour to be above 80% in 2018. To improve parent survey results for stimulating learning environment to above 85%.Teacher concern positive response to be above 80% in student survey.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	to continue to develop the staff understanding and implementation of a concept-driven inquiry curriculum
KIS 2	to ensure that the relationship between learning intentions, success criteria and feedback becomes refined and routine
KIS 3	to continue to build teacher and student understanding of the purpose of goal-setting and reflection and its relationship with feedback across curriculum areas
KIS 4	to build the capacity of teachers to teach social and self-regulation skills to students successfully
KIS 5	to build the social capacity of students to interact more positively and self-regulate when needed

<b>Goal 3</b>	Build the connectedness across the school between students, staff, families and the community
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<b>12 month target 3.1</b>	Absences to be reduced to 15days or below. Parent participation positive response in the parent survey to be above 80%. Student positive response to classroom behaviour to be above 80%. Improve positive response to non-experience of bullying to 80% in all year levels in 2018; Improve parent survey results for bullying across the school to above 70% positive response.
<b>FISO Initiative</b>	Setting expectations and promoting inclusion
<b>Key Improvement Strategies</b>	
KIS 1	to create opportunites for parents to be participating in school life
KIS 2	develop stronger relationships between students, teachers and parents
KIS 3	to explore new ways to address absentees and their issues

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

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<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	to improve teacher understanding and use of high impact strategies and teaching

Actions	<ul style="list-style-type: none"> <li>-provide professional learning/discussion about the high impact strategies</li> <li>-ensure work programs show evidence of trying new strategies</li> <li>-coaching when needed</li> <li>-audit reading practice and assessment across the school</li> <li>-instructional leaders to become part of CoP work</li> <li>-provide literacy leaders with training through Bastow</li> </ul>			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> <li>-be more engaged in writing</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-document strategies within their work program</li> <li>-be more confident and consistent with the teaching and assessing of reading across the school</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- see strategies being taught and observed during learning walks</li> </ul>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
high impact strategies booklet being taken to and used in planning	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
learning walks being organised to observe some writing lessons	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
- work programs being checked regularly and feedback given	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
- coaching organised for teachers when identified either from planning discussions or learning walks	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

- observe running records being taken by teachers across the school	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to:	\$0.00 <input type="checkbox"/> Equity funding will be used
- observe reading practices and processes across the school	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
- instructional leaders to participate in CoP work in literacy	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
- use TAs and intervention teacher to support the students with intervention throughout the school	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$330,000.00 <input type="checkbox"/> Equity funding will be used
-enrol 2 literacy leaders in the Leading Literacy Bastow course	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,320.00 <input checked="" type="checkbox"/> Equity funding will be used

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<b>FISO Initiative</b>	Building practice excellence

<b>Key Improvement Strategy 2</b>	to improve teacher understanding and use of the writing traits			
Actions	<ul style="list-style-type: none"> <li>- employ consultant to work with groups of teachers to improve understanding of writing traits and the teaching of writing</li> <li>-provide small group and whole school professional learning</li> <li>-ensure teacher rubric developed for the traits is completed and evaluated</li> <li>-teacher goal to go into PDP</li> <li>-enrol teachers in the Literacy Online Bastow course</li> </ul>			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> <li>-recognise and use the language of the traits</li> <li>-have improved growth in writing</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-grow in confidence to teach the traits</li> <li>-use the language of the traits with the students and with each other</li> </ul> <p>use the traits rubrics effectively see improved growth in students</p> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-observe a consistency of language across the school</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
-consultant employed and days confirmed for the year -year levels identified that she will work with -staff PL days identified and planned for -CRTs planned for	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$70,000.00 <input checked="" type="checkbox"/> Equity funding will be used
- whole staff PL planned for	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
- rubrics developed and implemented	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to:	\$0.00 <input type="checkbox"/> Equity funding will be used

-enrol a group of teachers into the literacy online course (5)	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,475.00 <input checked="" type="checkbox"/> Equity funding will be used
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<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 3</b>	to embed the use of comprehensive assessment strategies such as writing conferences, rubrics etc
Actions	- consultant to work with staff on how to conference writing effectively - consultant to assist with the evaluation of the rubric -ensure writing is assessed regularly through conferences, rubrics, e-write, moderation
Evidence of impact	Students will: -have improved growth in writing -use goals and reflection effectively Teachers will: -complete writing conferences regularly and confidently -use the new traits rubric confidently and regularly -keep comprehensive assessment records Leaders will: -monitor assessment records and student growth

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
-rubric evaluation and introduction	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to:	\$0.00 <input type="checkbox"/> Equity funding will be used
- professional learning on writing conferences with consultant - instructional leaders to observe writing conferences to evaluate effectiveness of PL and to identify future foci if needed - ensure consistency of school protocols/expectations	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
-clear assessment expectations -clear assessment schedule -monitoring of assessment regularly	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
- ensure strategies such as Writers Notebook and Author for a Day is taught with consistent expectations	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

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<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 4</b>	to improve student perception of writing			
Actions	<ul style="list-style-type: none"> <li>-find opportunities for student agency, voice with goal -setting and reflection</li> <li>-making writing opportunitis authentic and linked to experiences where possible</li> <li>-Years 1-6 participate in a writing interview at the beginning of the school year and at regular intervals throughout the year</li> </ul>			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> <li>-engage and participate more often and with enthusiasm</li> <li>-have improved growth in writing</li> <li>-use the language of the traits confidently</li> <li>-be able to speak about their writing goals and development</li> <li>-understand the purpose of writing</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-use the language of writing traits confidently</li> <li>give the students feedback</li> <li>-complete comprehensive writing conferences and speak with their children about their development</li> </ul> <p>Leaders will:</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
-ensure goal-setting occurs from writing conferences -observed in learning walks	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
-ensure in planning that writing is purposeful, authentic and linked to experiences where possible	Team Leader(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
-Years 1-6 particpate in writing interviews and they are re-visited regularly and the data collected	Team Leader(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

- utilise the intervention teacher and teaching and learning assistants to support this work	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$330,000.00 <input checked="" type="checkbox"/> Equity funding will be used
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<b>Goal 2</b>	To improve student engagement in their learning.
<b>12 month target 2.1</b>	Improved positive response to classroom behaviour to be above 80% in 2018. To improve parent survey results for stimulating learning environment to above 85%.Teacher concern positive response to be above 80% in student survey.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	to continue to develop the staff understanding and implementation of a concept-driven inquiry curriculum
Actions	-continue professional learning on concept-driven inquiry pedagogy -ensure pedagogy reaches across KLAs -further develop units of inquiry -school visits to see inquiry in action
Evidence of impact	Students will: -will engage in units enthusiastically -take action from their learning Teachers will: -write comprehensive units -focus on inquiry pedagogy, student voice and agency across the curriculum Leaders will: -monitor the development of inquiry pedagogy through learning walks

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
- PL with Tania Lattanzio- inquiry pedagogy	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 3 to:	\$10,400.00 <input checked="" type="checkbox"/> Equity funding will be used



- organise school visits	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
- PL - Maths inquiry learning	Principal	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
-evaluate teacher understanding through providing feedback on unit writing and learning walks	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
-begin to develop inquiry units with the specialists	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

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<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 2</b>	to ensure that the relationship between learning intentions, success criteria and feedback becomes refined and routine
Actions	-ensure the LI/SC/FB policy is enacted and prevalent in planning and work programs - reflection occurs in reflection books on LI/SC/FB and goals
Evidence of impact	Students will: -be able to speak about the purpose of their lesson; their understanding of the concept and their growth -use reflection journals to reflect on their learning across the curriculum Teachers will: -document when reflection occurs formally and the purpose of the reflection in their work programs -confident to give feedback based in LI/SC and student goals

	Leaders will: -provide PL and support to teachers to further develop their understanding of reflection journals and their purpose			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
-revisit the policy at the beginning of the year -ensure that it is followed and referred to during planning process	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
-reflection books are introduced at all year levels -reflection and goal setting is built into planning	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
-providing feedback on work programs about expectations	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

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<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 3</b>	to continue to build teacher and student understanding of the purpose of goal-setting and reflection and its relationship with feedback across curriculum areas
Actions	- ensure goal setting is occurring with students -ensure there is a process for assessing and re-visiting goals -encourage teachers to use reflection journals as a place to record goals and reflect on them regularly

Evidence of impact	Students will: -be able to identify their goals and the steps needed to achieve them -be able to speak about their growth and understanding Teachers will: -set goals with students help students understand their growth plan explicitly for reflection journals Leaders will:			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
- ensure goal setting is occurring after writing and reading conferences as a minimum -evaluate this process through learning walks -provide coaching if needed	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
-ensure students understand the purpose of goal setting and how to reflect - PL provided to support this	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
-utilise the counsellor and social worker to support the work where needed	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

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<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 4</b>	to build the capacity of teachers to teach social and self-regulation skills to students successfully

Actions	<ul style="list-style-type: none"> <li>- to provide PL for the staff about how to teach social and self-regulation skills</li> <li>- make links between those skills and the PBS program and matrix</li> <li>- to develop processes for managing behaviour</li> <li>-to build the capacity of the team leaders to lead and support teachers where necessary</li> </ul>			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> <li>-will use a consistency of language from Berry St program and the PBS program across the school</li> <li>-be aware of the school expectations</li> <li>-use a range of strategies to self-regulate and get along with others/problem-solve</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-use a range of consistent strategies to assist students to self-regulate and interact well</li> <li>-use a consistent language with the students and each other</li> <li>-document BM plans where needed</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-observe a consistent language and use of strategies across the school</li> </ul>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
- Berry St program to be implemented over all curriculum days in 2018 for all staff	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used
-monitoring of the implementation of the program	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
-explore ways to implement the program in the school -ensure language is being used	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
-develop processes for managing difficult behaviour that works across the school	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

- embed the counsellor and social worker programs to support this work	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$104,000.00 <input checked="" type="checkbox"/> Equity funding will be used
-enrol the 8 team leaders into the Middle Leaders Bastow course	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$33,520.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To improve student engagement in their learning.			
<b>12 month target 2.1</b>	Improved positive response to classroom behaviour to be above 80% in 2018. To improve parent survey results for stimulating learning environment to above 85%.Teacher concern positive response to be above 80% in student survey.			
<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 5</b>	to build the social capacity of students to interact more positively and self-regulate when needed			
Actions	<ul style="list-style-type: none"> <li>- to implement the Berry St program</li> <li>-to ensure the program is embedded into the curriculum</li> <li>-share the program with the community</li> <li>- to implement the Respectful Relationships program</li> </ul>			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> <li>-will use the language of Berry Stand PBS consistently</li> <li>-use a selection of consistent strategies to self-regulate</li> <li>-apply their knowledge to strategies in the playground appropriately</li> <li>-engage with others more positively</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-use language consistently</li> <li>-explicitly teach strategies advocated by Berry St and PBS</li> <li>-remind and support students in playground about strategies they can utilise to manage their behaviour</li> </ul> <p>Leaders will:</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional</b>	<b>When</b>	<b>Budget</b>

		Learning Priority		
- arrange how to implement program within curriculum- Berry St, RR and PBS	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
- share outcomes of the program with the community through parent information nights	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
-provide resources to support the staff and students where necessary	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 3</b>	Build the connectedness across the school between students, staff, families and the community
<b>12 month target 3.1</b>	Absences to be reduced to 15days or below. Parent participation positive response in the parent survey to be above 80%. Student positive response to classroom behaviour to be above 80%. Improve positive response to non-experience of bullying to 80% in all year levels in 2018; Improve parent survey results for bullying across the school to above 70% positive response.
<b>FISO Initiative</b>	Setting expectations and promoting inclusion
<b>Key Improvement Strategy 1</b>	to create opportunities for parents to be participating in school life
Actions	<ul style="list-style-type: none"> <li>- highlight opportunities for parents to help in classrooms</li> <li>- advertise the need for families to support Helping Hands and the canteen</li> <li>- provide opportunities for the parents to come into the school for a variety of events</li> <li>- find ways to inform parents about the importance of the continuous reporting system in informing them about their child's development</li> </ul>
Evidence of impact	Students will: Teachers will: <ul style="list-style-type: none"> <li>-invite parents into the classroom and to events where appropriate</li> <li>-encourage parents and students to access reporting system regularly</li> </ul>

	Leaders will: -build profile of the canteen and Helping Hands -encourage parents to be involved with the school and inform how -create opportunities for parents to be involved			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
- run a parent helpers course and promote it amongst families through assemblies, newsfeed, parents waiting for pick up etc	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 2 to:	\$0.00 <input type="checkbox"/> Equity funding will be used
- promote working in the canteen and Helping Hands amongst families particularly new Prep families	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
- run parent information sessions about the continuous reporting process early in the year -offer afternoons for people to access Compass	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
- find opportunities to share student learning with the community regularly	Team Leader(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 3</b>	Build the connectedness across the school between students, staff, families and the community
<b>12 month target 3.1</b>	Absences to be reduced to 15days or below. Parent participation positive response in the parent survey to be above 80%. Student positive response to classroom behaviour to be above 80%. Improve positive response to non-experience of bullying to 80% in all year levels in 2018; Improve parent survey results for bullying across the school to above 70% positive response.
<b>FISO Initiative</b>	Setting expectations and promoting inclusion
<b>Key Improvement Strategy 2</b>	develop stronger relationships between students, teachers and parents

Actions	<ul style="list-style-type: none"> <li>-focus on the Berry St model to build a shared language across the school</li> <li>-continue the PBS/social skills program</li> <li>-run parent information sessions on parenting/reporting/social skills</li> <li>-focus on leadership supporting staff to manage behaviour and emotional issues rather than taking the issues away from the direction of the teachers</li> <li>-using the counsellor and social worker to assist the running of intervention groups within classrooms and cohorts</li> <li>- working on ensuring that the curriculum is engaging and differentiated for the needs of the students</li> </ul>			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> <li>-have strategies to improve social skill development and self-regulation</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-inform parents f student development and programs</li> <li>-feel empowered to manage behaviour of all students</li> <li>-know processes of how to gain support for behaviour</li> </ul> <p>explicitly teach social skills</p> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-will see an improvement in the data of staff, student, parents surveys about safety</li> <li>-see a decrease of inappropriate behaviour being recorded on Compass</li> </ul>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
- Berry St PL across the school	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used
- parent information sessions about building social skills and self-regulation (throughout the year)	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
-developing a new behaviour management philosophy and policy -implementation of policy -Leadership supporting staff to enact policy	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used



- identifying students and cohorts for intervention with counsellor and social worker	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
- ensuring that social skills/PBS program supports the Berry St model - timelines and programs to be developed	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 3</b>	Build the connectedness across the school between students, staff, families and the community			
<b>12 month target 3.1</b>	Absences to be reduced to 15days or below. Parent participation positive response in the parent survey to be above 80%. Student positive response to classroom behaviour to be above 80%. Improve positive response to non-experience of bullying to 80% in all year levels in 2018; Improve parent survey results for bullying across the school to above 70% positive response.			
<b>FISO Initiative</b>	Setting expectations and promoting inclusion			
<b>Key Improvement Strategy 3</b>	to explore new ways to address absentees and their issues			
Actions	<ul style="list-style-type: none"> <li>- review absentee process</li> <li>-those with less than 80% attendance will not attend extra intervention sessions</li> <li>- teachers to follow up after 48hrs</li> <li>-IL and leadership to follow up timely on absentees after teacher follow up</li> </ul>			
Evidence of impact	<p>Students will:</p> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-follow up promptly any absences unknown or regular</li> <li>-follow the policy about improving absenteeism</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-attempt to communicate regularly with teachers, students and families with chronic absenteeism</li> <li>-follow up with outside agencies as needed</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>

-review absentee policy and process -implement new policy and process -monitor policy and process	Leadership Team	<input type="checkbox"/> No	from: Term 1 to:	\$0.00 <input type="checkbox"/> Equity funding will be used
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## Professional Learning and Development Plan - 2018

Westgrove Primary School (5365)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
- observe running records being taken by teachers across the school	Leading Teacher(s)	from: Term 1	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site
- observe reading practices and processes across the school	Leading Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<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"/> On-site
- instructional leaders to participate in CoP work in literacy	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> Off-site Network meetings
-enrol 2 literacy leaders in the Leading Literacy Bastow course	Leading Teacher(s)	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"/> Network Professional Learning	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow

-consultant employed and days confirmed for the year -year levels identified that she will work with -staff PL days identified and planned for -CRTs planned for	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants  Terri Campbell	<input checked="" type="checkbox"/> On-site
- whole staff PL planned for	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> External consultants  Terri Campbell	<input checked="" type="checkbox"/> On-site
- rubrics developed and implemented	Leadership Team	from: Term 1	<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
-enrol a group of teachers into the literacy online course (5)	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site
-rubric evaluation and introduction	Leading Teacher(s)	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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
- professional learning on writing conferences with consultant - instructional leaders to observe writing conferences to evaluate - effectiveness of PL and to identify future foci if needed - ensure consistency of school protocols/expectations	Leadership Team	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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants  Terri Campbell	<input checked="" type="checkbox"/> On-site

-ensure goal-setting occurs from writing conferences -observed in learning walks	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
- PL with Tania Lattanzio-inquiry pedagogy	Leadership Team	from: Term 3	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants  Tania Lattanzio	<input checked="" type="checkbox"/> On-site
- organise school visits	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> Off-site  Various schools-PYP
- PL - Maths inquiry learning	Principal	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
-begin to develop inquiry units with the specialists	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <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
-ensure students understand the purpose of goal setting and how to reflect - PL provided to support this	Leadership Team	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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
- Berry St program to be implemented over all curriculum days in 2018 for all staff	Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> External consultants  Berry ST	<input checked="" type="checkbox"/> On-site

- arrange how to implement program within curriculum- Berry St, RR and PBS	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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
- Berry St PL across the school	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> External consultants  Berry St	<input checked="" type="checkbox"/> On-site
-developing a new behaviour management philosophy and policy -implementation of policy -Leadership supporting staff to enact policy	Leadership Team	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
- ensuring that social skills/PBS program supports the Berry St model - timelines and programs to be developed	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<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

[Caitlyn Coaching agreement year 2.docx \(0.12 MB\)](#)

[Jorja ILIP.PNG \(0.02 MB\)](#)

[learning walks observation sheet.doc \(0.06 MB\)](#)

[LI-SC-FB document.docx \(0.05 MB\)](#)

[meeting schedule term 3.docx \(0.02 MB\)](#)

[Planning a Conceptual Unit- unit 2 2017.pptx \(0.09 MB\)](#)

[PLT Meeting Week Three.docx \(0.01 MB\)](#)

[PLT minutes year 2.docx \(0.02 MB\)](#)

[PLT Targeted Students in Year 4.docx \(0.02 MB\)](#)

[SEM 1 Teacher Judgement GRAPHS 2017.pdf \(0.24 MB\)](#)

[Year 6 coaching observation.docx \(0.29 MB\)](#)

[Year 6 semester 1 growth data.docx \(0.2 MB\)](#)

#### Dimension 2

[Example of COHORT GROWTH GRAPH.pdf \(0.02 MB\)](#)

[Grade 1 Work Program.docx \(0.6 MB\)](#)

[Jorja ILIP.PNG \(0.02 MB\)](#)

[Year 4 English Planner Term 3.docx \(0.81 MB\)](#)

[Year 6 work program.pdf \(0.1 MB\)](#)

#### Dimension 3

[IMG\\_0183.JPG \(2.14 MB\)](#)

[Inquiry Planner Year 3 Term 4.docx \(0.47 MB\)](#)

[Prep Term 3 2017 Conceptual Planner.pdf \(0.45 MB\)](#)

[Voice through alliteration.pptx \(2.59 MB\)](#)

[Westgrove Day 3 Non-fiction writing.pdf \(2.5 MB\)](#)

[Westgrove PS Full Day 3 .pdf \(3.38 MB\)](#)

[Writing Professional Learning with Terri Campbell June 13th.docx \(0.01 MB\)](#)

[Writing Professional Learning with Terri Campbell- Term 4.docx \(0.01 MB\)](#)

[YEAR 4 INQUIRY PLANNER TERM 3.docx \(1.31 MB\)](#)

[Year 6 Inquiry Unit.pdf \(0.18 MB\)](#)

#### Dimension 4

[2017 Assessment Schedule.pdf \(0.06 MB\)](#)

[PLT Minutes Year 4 Week Five.docx \(0.01 MB\)](#)

[Year 1 PLT Goal.docx \(0.05 MB\)](#)

[Year 6 PLT minutes.docx \(0.02 MB\)](#)

[Year One Data Analysis.pptx \(0.08 MB\)](#)

#### Dimension 5

[Caitlyn Coaching agreement year 2.docx \(0.12 MB\)](#)

[Coaching Docs Master V2.docx \(0.11 MB\)](#)

[Coaching Observation Mel 1.docx \(0.03 MB\)](#)

[Expectations of Teachers V4.docx \(0.03 MB\)](#)

[learning walks observation sheet.doc \(0.06 MB\)](#)

[PL reflections Term 1 SIL.docx \(0.01 MB\)](#)

[Roles Responsibilities - IL and TL 2017.docx \(0.02 MB\)](#)

[Staff Behaviour Matrix.docx \(0.02 MB\)](#)

[Unit of Inquiry Feedback- unit 1 and 2.docx \(0.01 MB\)](#)

[WG PS Leading\\_HiRes \(2\).jpg \(1.88 MB\)](#)

[YEAR 3 PROTOCOLS.docx \(0.01 MB\)](#)

[Year 6 Team Protocols.pdf \(0.07 MB\)](#)

#### Dimension 6

[2017 School Annual Implementation Plan Westgrove PS mid year.docx \(0.13 MB\)](#)  
[Consultative Committee Agenda Minutes September 18th, 2017.docx \(0.03 MB\)](#)  
[Leaders presentation2.pptx \(1.4 MB\)](#)  
[Year One Data Analysis.pptx \(0.08 MB\)](#)

#### Dimension 7

[2017 EVALUATION ENGLISH.docx \(0.03 MB\)](#)  
[2017 EVALUATION LIBRARY.doc \(0.08 MB\)](#)  
[2017 School Annual Implementation Plan Westgrove PS end year.docx \(0.13 MB\)](#)  
[Sample of Improvement Focus Team Minutes.pdf \(0.11 MB\)](#)

#### Dimension 8

[2017 School Annual Implementation Plan Westgrove PS end year.docx \(0.13 MB\)](#)  
[8. Tracking AIP NAPLAN data.docx \(0.01 MB\)](#)  
[curriculum day term 4 2017.pptx \(5.15 MB\)](#)  
[EAL Concerns raised.docx \(0.02 MB\)](#)  
[Expectations of Teachers V4.docx \(0.03 MB\)](#)  
[Staff Behaviour Matrix.docx \(0.02 MB\)](#)  
[WG PS Leading\\_HiRes \(2\).jpg \(1.88 MB\)](#)

#### Dimension 9

[2017 Prep matrix-edit.docx \(0.04 MB\)](#)  
[2017 Yr 1-2 matrix - edit.docx \(0.04 MB\)](#)  
[2017 Yr 3-4 matrix-edit.docx \(0.04 MB\)](#)  
[2017 Yr 5-6 matrix-edit.docx \(0.04 MB\)](#)  
[34 HOOPTIME DISTRICT DAY 2017.docx \(0.03 MB\)](#)  
[9. Stu rubric self peer assess.docx \(0.03 MB\)](#)  
[District Cross Country 2017.docx \(0.03 MB\)](#)  
[IMG\\_4119.JPG \(1.71 MB\)](#)  
[IMG\\_4120.JPG \(1.57 MB\)](#)  
[IMG\\_4121.JPG \(1.53 MB\)](#)  
[IMG\\_4122.JPG \(1.98 MB\)](#)  
[IMG\\_4123.JPG \(1.93 MB\)](#)  
[IMG\\_4124.JPG \(1.67 MB\)](#)  
[IMG\\_4125.JPG \(1.54 MB\)](#)  
[IMG\\_4126.JPG \(1.85 MB\)](#)  
[IMG\\_4127.JPG \(1.58 MB\)](#)  
[Reflection Journals PP.pptx \(0.06 MB\)](#)  
[Reflection Sample Grade 1.pdf \(0.2 MB\)](#)  
[Report Information Session .pdf \(0.04 MB\)](#)

[Schedules for Term 2 2017 V2.docx \(0.01 MB\)](#)  
[Schedules for Term 3 2017 V1.docx \(0.02 MB\)](#)  
[SLG disco 2017.docx \(0.02 MB\)](#)  
[Student Survey Discussion.docx \(0.04 MB\)](#)  
[Year 1 PLT Goal.docx \(0.05 MB\)](#)  
[Year 4 1.JPG \(0.03 MB\)](#)  
[YEAR 4 and YEAR 5 FAMILY PICNIC AND INQUIRY LEARNING EXHIBITION.docx \(0.03 MB\)](#)  
[Year 6 mapping of emotions 1.JPG \(2.17 MB\)](#)

#### Dimension 10

[10. Expand Teacher capacity PL.pptx \(0.52 MB\)](#)  
[10. expectations.docx \(0.04 MB\)](#)  
[2017 Prep matrix-edit.docx \(0.04 MB\)](#)  
[2017 Yr 1-2 matrix - edit.docx \(0.04 MB\)](#)  
[2017 Yr 3-4 matrix-edit.docx \(0.04 MB\)](#)  
[2017 Yr 5-6 matrix-edit.docx \(0.04 MB\)](#)  
[art therapy group 2.xlsx \(0.01 MB\)](#)  
[better buddies lesson sample.docx \(0.01 MB\)](#)  
[Example TA timetable.pdf \(0.02 MB\)](#)  
[Expectations of Teachers V4.docx \(0.03 MB\)](#)  
[GROUP ART PROGRAM.docx \(0.09 MB\)](#)  
[group program participants Art therapy.xlsx \(0.01 MB\)](#)  
[group programs-participants Drumbeat.xlsx \(0.01 MB\)](#)  
[group programs-participants.xlsx \(0.01 MB\)](#)  
[harmony day 1.JPG \(3.48 MB\)](#)  
[harmony day 3.JPG \(6.38 MB\)](#)  
[harmony day 4.JPG \(7.47 MB\)](#)  
[harmony day 5.JPG \(6.77 MB\)](#)  
[harmony day2.JPG \(3.41 MB\)](#)  
[LI-SC-FB document.docx \(0.05 MB\)](#)  
[Reflection Journals PP.pptx \(0.06 MB\)](#)  
[Staff Behaviour Matrix.docx \(0.02 MB\)](#)  
[Student Engagement and Inclusion policy.docx \(0.08 MB\)](#)  
[TA notes - Year 3.docx \(0.16 MB\)](#)  
[What does an effective and professional teacher need to know and understand.docx \(0.01 MB\)](#)  
[Year 1 Term 4 2017 Newsletter.pptx \(0.17 MB\)](#)

#### Dimension 11

[11. Team Building.docx \(1.94 MB\)](#)  
[2017 Prep matrix-edit.docx \(0.04 MB\)](#)



[2017 Yr 1-2 matrix - edit.docx \(0.04 MB\)](#)  
[2017 Yr 3-4 matrix-edit.docx \(0.04 MB\)](#)  
[2017 Yr 5-6 matrix-edit.docx \(0.04 MB\)](#)  
[berry st contract.pdf \(0.1 MB\)](#)  
[BREAKFAST CLUB SUPPORT ROSTER term 2 2017.docx \(0.12 MB\)](#)  
[Bullying and Harassment policy.docx \(0.06 MB\)](#)  
[Child Protection - Reporting Policy.docx \(0.15 MB\)](#)  
[Child Safe Policy.docx \(0.12 MB\)](#)  
[Duty of Care Policy.docx \(0.04 MB\)](#)  
[End of Term 2.docx \(0.01 MB\)](#)  
[Equal Opportunity Policy.doc \(0.11 MB\)](#)  
[Level A - Mathematics.docx \(0.02 MB\)](#)  
[Newsfeed PBS Continuums.docx \(0.05 MB\)](#)  
[Note from the Principal end of T3.docx \(0.01 MB\)](#)  
[PBS planning template term 4 2017.docx \(0.07 MB\)](#)  
[Reflection Journals PP.pptx \(0.06 MB\)](#)  
[Student Engagement and Inclusion policy.docx \(0.08 MB\)](#)  
[Welcome back to Term 2.docx \(0.01 MB\)](#)  
[Welcome back to Term 3.docx \(0.01 MB\)](#)  
[Year 1 strengths.jpg \(1.78 MB\)](#)  
[Year 1 Term 4 2017 Newsletter.pptx \(0.17 MB\)](#)  
[Year 1 Term 4 Social Skills Planner.pdf \(0.13 MB\)](#)  
[Year 2 strengths 1.jpg \(3.06 MB\)](#)  
[Year 5 3.JPG \(1.93 MB\)](#)  
[Year 6 mapping of emotions 2.JPG \(2.02 MB\)](#)  
[Year 6 PBS lesson.docx \(0.1 MB\)](#)

#### Dimension 12

[12. PBS lesson sample.docx \(0.02 MB\)](#)  
[better buddies lesson sample.docx \(0.01 MB\)](#)  
[curriculum day term 4 2017.pptx \(5.15 MB\)](#)  
[Expectations of Teachers V4.docx \(0.03 MB\)](#)  
[LI-SC-FB document.docx \(0.05 MB\)](#)  
[Planning a Conceptual Unit- unit 2 2017.pptx \(0.09 MB\)](#)  
[Reflection Journals PP.pptx \(0.06 MB\)](#)  
[Schedules for Term 2 2017.docx \(0.01 MB\)](#)  
[WPS ILIP 2017 template.docx \(0.04 MB\)](#)  
[YEAR 4 STUDENT WELLBEING.docx \(0.06 MB\)](#)

#### Dimension 13

[13. Community Partnerships.docx \(0.07 MB\)](#)  
[End of Term 2.docx \(0.01 MB\)](#)  
[END OF TERM BBQ BREAKFAST CLUB.docx \(0.01 MB\)](#)  
[End of term T1.docx \(0.01 MB\)](#)  
[FOOTY COLOURS DAY.docx \(0.07 MB\)](#)  
[harmony day 1.JPG \(3.48 MB\)](#)  
[harmony day 3.JPG \(6.38 MB\)](#)  
[newsfeed-spelling comp.docx \(0.01 MB\)](#)  
[Social Skills Term 3.docx \(0.01 MB\)](#)  
[Student Engagement and Inclusion policy.pdf \(0.18 MB\)](#)  
[transition database placement.xlsx \(0.02 MB\)](#)  
[WCA \( Helping Hands meeting minutes 9.10.17.docx \(0.01 MB\)](#)  
[Welcome back to Term 2.docx \(0.01 MB\)](#)  
[Welcome back to Term 3.docx \(0.01 MB\)](#)

#### Dimension 14

[Concept Workshop Resources.docx \(0.02 MB\)](#)  
[Dear Year 3 students-frogpond response.docx \(0.01 MB\)](#)  
[Planning a Conceptual Unit- unit 2 2017.pptx \(0.09 MB\)](#)  
[Schedules for Term 4 2017 V1.docx \(0.02 MB\)](#)  
[Social Skills Term 3.docx \(0.01 MB\)](#)  
[Year 2 and 3 incursions June 2017.docx \(0.01 MB\)](#)  
[Year 6 Inquiry Unit.pdf \(0.18 MB\)](#)

#### Dimension 16

[16.Leadership Role Presentation BBQ.docx \(2.18 MB\)](#)  
[16.Newsletter term one Grade X.docx \(0.12 MB\)](#)  
[End of Term 2.docx \(0.01 MB\)](#)  
[End of term T1.docx \(0.01 MB\)](#)  
[Newsfeed item 020217.docx \(0.01 MB\)](#)  
[Note from the Principal end of T3.docx \(0.01 MB\)](#)  
[Schedules for Term 4 2017 V1.docx \(0.02 MB\)](#)  
[Social Skills Term 3.docx \(0.01 MB\)](#)  
[Welcome back to Term 2.docx \(0.01 MB\)](#)  
[Welcome back to Term 3.docx \(0.01 MB\)](#)  
[Year 1 Term 4 2017 Newsletter.pptx \(0.17 MB\)](#)  
[YEAR 4 and YEAR 5 FAMILY PICNIC AND INQUIRY LEARNING EXHIBITION.docx \(0.03 MB\)](#)

#### Self-evaluation Summary

[better buddies lesson sample.docx \(0.01 MB\)](#)  
[Caitlyn Coaching agreement year 2.docx \(0.12 MB\)](#)

[Coaching Docs Master.docx \(0.25 MB\)](#)  
[Coaching Observation Mel 1.docx \(0.03 MB\)](#)  
[Coaching Observation Mel 2.docx \(0.03 MB\)](#)  
[Grade 1 Work Program.docx \(0.6 MB\)](#)  
[PLT minutes year 2.docx \(0.02 MB\)](#)  
[Reflection Sample Grade 1.pdf \(0.2 MB\)](#)  
[Year 1 PLT Goal.docx \(0.05 MB\)](#)  
[Year 1 Term 4 2017 Newsletter.pptx \(0.17 MB\)](#)  
[Year One Data Analysis.pptx \(0.08 MB\)](#)