

# 2018 Annual Implementation Plan

## for improving student outcomes

Movelle Primary School (5139)



Submitted for review by Karen Wood (School Principal) on 12 December, 2017 at 02:48 PM

Endorsed by Jason Smallwood (Senior Education Improvement Leader) on 19 December, 2017 at 04:58 PM

Endorsed by Jenny Veljanovski (School Council President) on 14 February, 2018 at 10:05 AM

# Self-evaluation Summary - 2018

Movelle Primary School (5139)

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

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

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

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| <b>Enter your reflective comments</b> | <p>Staff are developing well with the Vic Curriculum but it is deemed essential that as a staff we develop a clear and agreed understanding of how to implement them and to support each other in implementing these consistently across the school. (Agreed practice)</p> <p>Movelle Primary School has seen some change throughout 2017 and staff, students and families have been very receptive to the new directive Movelle Primary School is headed in.</p>  |
| <b>Considerations for 2019</b>        | <p>In consultation with the school SEIL, our focus is to build upon and sustain success across all curriculum in particular reading and numeracy. We achieved success in reaching peripheral targets that relate to our SSP goals, however consistent improvement trends and growth in English and Mathematics have been difficult to maintain. Therefore, our focus is to refine and deepen our commitment to professional learning that will lead to a building a model of consistency across not only year levels but also across classrooms.</p> <p>Movelle Primary School is part way through its plan to deliver an instructional model that allows us to achieve consistent instructional strategies within each classroom. Whilst the practice of teachers documenting learning intentions and success criteria appears to be widely adopted, other strategies underpinning are not.</p> |

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|   | <p>This can be facilitated via school and sub school PLT meetings where a focus on greater consistency and collective expertise in the adoption of an instructional model. This may become more relevant when Movelle Primary School undergoes a school review. The staff are committed to improving engagement and academic outcomes of all students. To improve student and engagement and wellbeing across P-6 staff will monitor absence and lateness data and work with parents and community members to improve attendance and punctuality. Staff and students will be working in partnership to develop extra-curricula programs to cater for the additional needs of the students and to develop a sense of community at Movelle Primary School .</p> |
| <b>Documents that support this plan</b> |   |

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Movelle Primary School (5139)

| <b>Four Year Strategic Goals</b>  | <b>Four Year Strategic Targets</b>   | <b>Is this selected for focus this year?</b> | <b>12 month target</b>   | <b>FISO initiative</b>       |
|---|--|--|--|------------------------------|
| To improve Literacy and Numeracy outcomes for every student across the school | <p>To have all students deemed capable, make one year's growth or more as indicated by AusVELS in both Literacy and Numeracy</p> <p>Increase the percentage of students making <i>high</i> growth as indicated by NAPLAN relative growth data trend</p> <p>To reduce the proportions of Year 3 and 5 students in the lower two NAP Bands</p> | Yes  | <p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>To increase the proportion of students in the highest/top 2 bands.<br/>Reading: 20%<br/>Writing: 15%<br/>Numeracy: 20%</p> | Building practice excellence |

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| To deepen and strengthen students' sense of connectedness to school and peers and promote a stronger sense of engagement in their learning. | Improve the variable of 'connectedness' to peers from the Parent opinion Survey form 5.8 in 2014 - 6.2 in 2018 ; improve the 'connectedness to school' variable from the Student attitude to school survey form 4.51 in 2014 - 5.7 in 2018 | Yes | Strengthen transition arrangements into, through and out of the school to promote inclusiveness.<br>ATTITUDES TO SCHOOL:<br>Increase the student response for Stimulated learning from 46.7% to 60%<br>Increase the student response for Learning Confidence from 42.8% to 55%<br>Increase the student response for Student safety (respect for diversity) from 25.6% to 40% | Building communities          |
| To develop a safe, orderly and inclusive learning environment that sustain positive learning experiences for the school community.          | Improve student attendance by decreasing the average annual P-6 absences for 16.38 in 2014 - 13 in 2018  | Yes | Develop and Implement a Movelle Primary School Inclusive Student Management Model to monitor student wellbeing. With the use of the tool (COMPASS) used to track attendance data with a reduction from 16.38 days to 13 days across P-6 on average.  | Building communities          |
| To effectively manage staffing profiles within budget constraints while providing a rigorous engaging education.                            | Over the period of the strategic plan, raise the whole school scores for collective efficacy from 61% in 2014 - 77% in 2018.<br>Over the period of the strategic plan raise the whole school scores for parent                             | Yes | To maximise all aspects of school operations and resource allocations to achieve the best possible outcomes for staff and students.  | Strategic resource management |

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|  | and community involvement from 68% 2014 - 79% 2018<br>Over the period of the strategic plan raise the whole school scores for shielding and buffering form 81% - 90% |  | Raise the whole school scores for collective efficacy from 46.8% in 2017 to 77% in 2018.<br>Raise the whole school scores for academic emphasis from 51% 2017 - 75% 2018<br>Raise the whole school scores for shielding and buffering from 25.6%in 2017 to - 50% in 2018. |  |
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| <b>Improvement Initiatives Rationale</b>  |
| With a change of leadership throughout 2017, as a school we feel it is important to build upon the community at Movelle Primary School and make it the school of choice for prospective families. We plan on doing this by building practice excellence amongst staff and the capacity of our students to achieve their very best. With our school review taking place in Term Four of 2018, we find it imperative that we end the current SSP fulfilling some of the set goals, whilst at the same time aligning the school up with consistent practices; in, through and out the school. Our focus is on working closely with families and staff to develop the following areas at Movelle Primary School : Building Practice Excellence, Building Communities and Strategic Resource Management. |

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| <b>Goal 1</b>                     | To improve Literacy and Numeracy outcomes for every student across the school                                       |
| <b>12 month target 1.1</b>        | To increase the proportion of students in the highest/top 2 bands.<br>Reading: 20%<br>Writing: 15%<br>Numeracy: 20% |
| <b>FISO Initiative</b>            | Building practice excellence  |
| <b>Key Improvement Strategies</b> |   |
| KIS 1                             | Build teacher capacity in order to challenge and ensure students progress in Reading, Writing and Numeracy.         |

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| KIS 2 | Through the PLT structure, develop teacher capacity to utilise and interpret data to inform and differentiate teaching practices and to assess student work accurately. |
| KIS 3 | Enhance school curriculum planning and documentation to support the Victorian Curriculum and ensure common planning assessment tools are aligned to standards.          |
| KIS 4 | Continuous improvement in student outcomes through improved teaching practice, coaching and professional development opportunities.                                     |

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| <b>Goal 2</b>                     | To deepen and strengthen students' sense of connectedness to school and peers and promote a stronger sense of engagement in their learning.  |
| <b>12 month target 2.1</b>        | Strengthen transition arrangements into, through and out of the school to promote inclusiveness.<br>ATTITUDES TO SCHOOL:<br>Increase the student response for Stimulated learning from 46.7% to 60%<br>Increase the student response for Learning Confidence from 42.8% to 55%<br>Increase the student response for Student safety (respect for diversity) from 25.6% to 40% |
| <b>FISO Initiative</b>            | Building communities   |
| <b>Key Improvement Strategies</b> |  |
| KIS 1                             | Improve transitions for Prep students entering the school.   |
| KIS 2                             | Develop induction procedures for students new to the school  |
| KIS 3                             | Implement COMPASS across the whole school to support transition of student handover from year to year.   |
| KIS 4                             | Develop extra-curricula programs to cater for the additional needs of the students   |

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| <b>Goal 3</b> | To develop a safe, orderly and inclusive learning environment that sustain positive learning experiences for the school community. |
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| <b>12 month target 3.1</b>        | Develop and Implement a Movelle Primary School Inclusive Student Management Model to monitor student wellbeing. With the use of the tool (COMPASS) used to track attendance data with a reduction from 16.38 days to 13 days across P-6 on average. |
| <b>FISO Initiative</b>            | Building communities  |
| <b>Key Improvement Strategies</b> |   |
| KIS 1                             | Leadership team at Movelle Primary School to research and audit current inclusion practices inc. EAL, PSD, Out of Home Care, Indigenous students. (Marrung study group)   |
| KIS 2                             | Identify and articulate classroom consistent practices for student wellbeing that include personalisation, models of agreed wellbeing practice and student advocacy .   |
| KIS 3                             | Further develop anti-bullying and behaviour management policies and procedures through policy development and implementation at Movelle Primary School .  |

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| <b>Goal 4</b>                     | To effectively manage staffing profiles within budget constraints while providing a rigorous engaging education.   |
| <b>12 month target 4.1</b>        | To maximise all aspects of school operations and resource allocations to achieve the best possible outcomes for staff and students.<br><br>Raise the whole school scores for collective efficacy from 46.8% in 2017 to 77% in 2018.<br>Raise the whole school scores for academic emphasis from 51% 2017 - 75% 2018<br>Raise the whole school scores for shielding and buffering from 25.6%in 2017 to - 50% in 2018. |
| <b>FISO Initiative</b>            | Strategic resource management  |
| <b>Key Improvement Strategies</b> |  |
| KIS 1                             | To maximise all aspects of school operations and resource allocations to achieve the best possible outcomes for students. This will be strategically resourced through the SRP funding.  |



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

Movelle Primary School (5139)

|                                   |   |   |             |               |
|-----------------------------------|---|---|-------------|---------------|
| <b>Goal 1</b>                     | To improve Literacy and Numeracy outcomes for every student across the school   |   |             |               |
| <b>12 month target 1.1</b>        | To increase the proportion of students in the highest/top 2 bands.<br>Reading: 20%<br>Writing: 15%<br>Numeracy: 20%   |   |             |               |
| <b>FISO Initiative</b>            | Building practice excellence  |   |             |               |
| <b>Key Improvement Strategy 1</b> | Build teacher capacity in order to challenge and ensure students progress in Reading, Writing and Numeracy.   |   |             |               |
| Actions                           | Develop a shared understanding of students' learning development and effective teaching practices to support this.  |   |             |               |
| Evidence of impact                | <p>Students:</p> <ul style="list-style-type: none"> <li>- Discuss the progress of their learning.</li> <li>- Can refer to and articulate Learning Intentions and Success Criteria of lessons in Reading, Writing and Numeracy.</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>- Have a collaborative focus on learning, not teaching.</li> <li>- Can identify individual point-of-need for each student.</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>- Provide professional development to develop a focus on learning for the students, not the teaching of the students.</li> <li>- Model best practice.</li> </ul> |   |             |               |
| <b>Activities and Milestones</b>  | <b>Who</b>  | <b>Is this a Professional Learning Priority</b> | <b>When</b> | <b>Budget</b> |

|  |           |   |                            |  |
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| Ensure school structures are put into place includes all levels of leadership.                                   | Principal | <input type="checkbox"/> No             | from: Term 1<br>to: Term 1 | \$10,000.00<br><input checked="" type="checkbox"/> Equity funding will be used |
| Utilise Chris Egan as a consultant to improve collaboration across the school and to ensure a focus on learning. | Principal | <input checked="" type="checkbox"/> Yes | from: Term 1<br>to: Term 4 | \$40,000.00<br><input checked="" type="checkbox"/> Equity funding will be used |
| Staff aligned Professional Practice Days to improve their knowledge of student learning and assessment.          | All Staff | <input checked="" type="checkbox"/> Yes | from: Term 1<br>to: Term 4 | \$10,000.00<br><input checked="" type="checkbox"/> Equity funding will be used |

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| <b>Goal 1</b>                     | To improve Literacy and Numeracy outcomes for every student across the school  |
| <b>12 month target 1.1</b>        | To increase the proportion of students in the highest/top 2 bands.<br>Reading: 20%<br>Writing: 15%<br>Numeracy: 20%  |
| <b>FISO Initiative</b>            | Building practice excellence   |
| <b>Key Improvement Strategy 2</b> | Through the PLT structure, develop teacher capacity to utilise and interpret data to inform and differentiate teaching practices and to assess student work accurately.  |
| Actions                           | Assessment schedules are aligned across the school. Data discussions are regularly placed on PLT agendas with a focus on informing upcoming teaching and learning. Moderation sessions are documented in meeting calendars; conducted whole school, in sub schools and in teams.   |
| Evidence of impact                | Students:<br>- Know what they have achieved and their next level of learning (e.g. proficiency scales).<br><br>Teachers:<br>- Using data to inform weekly planning schedule.<br>- Data is analysed and accurately recorded to inform the next level of work and placed onto the Data Management Tool in a timely manner to meet deadlines. |

|   | Leaders:<br>- To provide Professional learning to all staff on assessment and analysing data. |  |                            |   |
|---|---|--|----------------------------|---|
| Activities and Milestones   | Who   | Is this a Professional Learning Priority | When                       | Budget  |
| Resource allocation for PAT testing regime (Reading and Numeracy)   | Leadership Team   | <input type="checkbox"/> No              | from: Term 1<br>to: Term 1 | \$1,000.00<br><input type="checkbox"/> Equity funding will be used            |
| Regular planning time set aside in sub school meetings.   | Leadership Team   | <input type="checkbox"/> No              | from: Term 1<br>to: Term 4 | \$0.00<br><input type="checkbox"/> Equity funding will be used                |
| Use student free day in Term 1 to set the scene of agreed essential leanings across the curriculum day.                             | All Staff   | <input checked="" type="checkbox"/> Yes  | from: Term 1<br>to: Term 1 | \$2,000.00<br><input checked="" type="checkbox"/> Equity funding will be used |
| Staff to conference with students in reading to develop student goals. Student will then gauge their point of need through feedback | Teacher(s)  | <input type="checkbox"/> No              | from: Term 1<br>to: Term 4 | \$0.00<br><input type="checkbox"/> Equity funding will be used                |
| Teachers provide ILPs for students working above expected level in Reading, Writing and Numeracy.                                   | Sub School Leader/s   | <input checked="" type="checkbox"/> Yes  | from: Term 1<br>to: Term 4 | \$0.00<br><input type="checkbox"/> Equity funding will be used                |

| Goal 1              | To improve Literacy and Numeracy outcomes for every student across the school                                       |
|---------------------|---|
| 12 month target 1.1 | To increase the proportion of students in the highest/top 2 bands.<br>Reading: 20%<br>Writing: 15%<br>Numeracy: 20% |

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| <b>FISO Initiative</b>  | Building practice excellence  |   |                            |  |
| <b>Key Improvement Strategy 3</b>   | Enhance school curriculum planning and documentation to support the Victorian Curriculum and ensure common planning assessment tools are aligned to standards.  |   |                            |  |
| Actions   | All teachers participate in PLT meetings and focus on curriculum implementation, detailed curriculum planning & mapping to improve the content and delivery, differentiating the curriculum for students to suit individual needs. Improved assessment & reporting across all year levels and common summative assessment tasks which offer multiple exits from learning. Rubrics for common assessment tasks and major pieces of work and introduction of proficiency scales.  |   |                            |  |
| Evidence of impact  | <p>Students:</p> <ul style="list-style-type: none"> <li>- Know what is expected of them through the use of rubrics and proficiency scales.</li> <li>- Students can manage their own learning goals through feedback.</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>- Upload all planning documents to StaffShare.</li> <li>- Utilise Google Drive and populate information regarding teaching and learning.</li> <li>- All teachers have an increased understanding and knowledge of the elements of good curriculum planning, assessment and reporting. Staff Unit planning and individual Professional Development Plans to reflect this.</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>- Model the use of Google Drive to set expectations, templates, samples and use when delivering Professional Development to staff.</li> <li>- Support staff in the use of Google Drive through professional learning and conversations with staff and their team.</li> </ul> |   |                            |  |
| <b>Activities and Milestones</b>  | <b>Who</b>  | <b>Is this a Professional Learning Priority</b> | <b>When</b>                | <b>Budget</b>  |
| Engage with consultants to provide Professional Learning to support teaching and learning using proficiency scales. | Principal   | <input checked="" type="checkbox"/> Yes         | from: Term 1<br>to: Term 2 | \$2,500.00<br><input checked="" type="checkbox"/> Equity funding will be used  |
| Timetables aligned to ensure all teams have a designated two-hour planning session.                                 | All Staff   | <input type="checkbox"/> No                     | from: Term 1<br>to: Term 4 | \$10,000.00<br><input checked="" type="checkbox"/> Equity funding will be used |

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| Teaching and learning coaches released to support planning.  | Sub School Leader/s | <input checked="" type="checkbox"/> Yes | from: Term 1<br>to: Term 4 | \$15,000.00<br><input checked="" type="checkbox"/> Equity funding will be used |
| School leadership roles aligned to form sub schools within P-6 setting. Clarity of redefined LT roles having greater focus on teaching and learning support. | Leadership Team     | <input type="checkbox"/> No             | from: Term 1<br>to: Term 1 | \$0.00<br><input type="checkbox"/> Equity funding will be used                 |

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| <b>Goal 1</b>                     | To improve Literacy and Numeracy outcomes for every student across the school  |
| <b>12 month target 1.1</b>        | To increase the proportion of students in the highest/top 2 bands.<br>Reading: 20%<br>Writing: 15%<br>Numeracy: 20%  |
| <b>FISO Initiative</b>            | Building practice excellence   |
| <b>Key Improvement Strategy 4</b> | Continuous improvement in student outcomes through improved teaching practice, coaching and professional development opportunities.  |
| Actions                           | Coaches provide peer coaching, focussed content presentations, co-planning and teaching, modelled lessons and focussed classroom visits, demonstrating best practise where all staff are actively involved.  |
| Evidence of impact                | <p>Students:</p> <ul style="list-style-type: none"> <li>- Will notice the consistency across their year level of low variability.</li> <li>- Improvement in growth, particularly the top two bands.</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>- All PDPs contain evidence of peer observation and feedback.</li> <li>- Consistency of the academic rigour of teaching, and understanding the sequence of learning across all areas.</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>- Model sessions routinely included in their daily practice.</li> </ul> |

| Activities and Milestones  | Who                    | Is this a Professional Learning Priority | When                       | Budget  |
|--|------------------------|--|----------------------------|---|
| Ensure timetable and resources aim for teachers working in teams during their weekly planning times.                     | Assistant Principal    | <input type="checkbox"/> No              | from: Term 1<br>to: Term 1 | \$0.00<br><input type="checkbox"/> Equity funding will be used                |
| Professional discussion at staff and PLT meetings organised through focus group meetings.                                | All Staff              | <input type="checkbox"/> No              | from: Term 1<br>to: Term 4 | \$0.00<br><input type="checkbox"/> Equity funding will be used                |
| Coaching plans developing at a point-of-need for staff across P-6 including specialists.                                 | School Leadership Team | <input checked="" type="checkbox"/> Yes  | from: Term 1<br>to: Term 4 | \$0.00<br><input type="checkbox"/> Equity funding will be used                |
| School teaching and learning coaches attend Literacy professional learning provided by the network.                      | School Leadership Team | <input checked="" type="checkbox"/> Yes  | from: Term 1<br>to: Term 4 | \$5,000.00<br><input checked="" type="checkbox"/> Equity funding will be used |
| Attend regional professional learning on HITS and develop a professional learning program for staff throughout the year. | School Leadership Team | <input checked="" type="checkbox"/> Yes  | from: Term 1<br>to: Term 4 | \$5,000.00<br><input checked="" type="checkbox"/> Equity funding will be used |

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| <b>Goal 2</b>              | To deepen and strengthen students' sense of connectedness to school and peers and promote a stronger sense of engagement in their learning.  |
| <b>12 month target 2.1</b> | Strengthen transition arrangements into, through and out of the school to promote inclusiveness.<br>ATTITUDES TO SCHOOL:<br>Increase the student response for Stimulated learning from 46.7% to 60%<br>Increase the student response for Learning Confidence from 42.8% to 55%<br>Increase the student response for Student safety (respect for diversity) from 25.6% to 40% |
| <b>FISO Initiative</b>     | Building communities   |

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| <b>Key Improvement Strategy 1</b>  | Improve transitions for Prep students entering the school.  |   |                            |  |
| Actions  | Develop closer relationships with Kindergartens and pre-school providers for prospective prep students.   |   |                            |  |
| Evidence of impact   | <p>Students:</p> <ul style="list-style-type: none"> <li>- Confident and happy children at Prep level.</li> <li>- Prep students all wearing Movelle Primary School transition shirts.</li> <li>- Improvement in the Parent Opinion Survey data in School Climate under transitions.</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>- An understanding of the students who are entering Movelle Primary School .</li> <li>- Identification of student show may require additional support.</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>- Set out class formation that is fair and equal.</li> <li>- Assessments are completed for those who require additional time/support.</li> </ul> |   |                            |  |
| <b>Activities and Milestones</b>   | <b>Who</b>  | <b>Is this a Professional Learning Priority</b> | <b>When</b>                | <b>Budget</b>  |
| Regular meetings to be held focussing on improving transitions for students entering Prep. | Wellbeing Team  | <input type="checkbox"/> No                     | from: Term 3<br>to: Term 4 | \$0.00<br><input type="checkbox"/> Equity funding will be used |
| School open mornings and evening tours for prospective parents and community members.      | All Staff   | <input type="checkbox"/> No                     | from: Term 1<br>to: Term 4 | \$0.00<br><input type="checkbox"/> Equity funding will be used |
| Prep Orientation program across Terms 3 & 4 along with 2 information evenings for parents. | Wellbeing Team  | <input type="checkbox"/> No                     | from: Term 1<br>to: Term 4 | \$0.00<br><input type="checkbox"/> Equity funding will be used |
| Pre school visits to local and feeder Prep schools to develop connections.                 | Wellbeing Team  | <input type="checkbox"/> No                     | from: Term 1<br>to: Term 4 | \$0.00<br><input type="checkbox"/> Equity funding will be used |

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| <b>Goal 2</b>   | To deepen and strengthen students' sense of connectedness to school and peers and promote a stronger sense of engagement in their learning.   |   |                            |  |
| <b>12 month target 2.1</b>  | Strengthen transition arrangements into, through and out of the school to promote inclusiveness.<br>ATTITUDES TO SCHOOL:<br>Increase the student response for Stimulated learning from 46.7% to 60%<br>Increase the student response for Learning Confidence from 42.8% to 55%<br>Increase the student response for Student safety (respect for diversity) from 25.6% to 40%  |   |                            |  |
| <b>FISO Initiative</b>  | Building communities  |   |                            |  |
| <b>Key Improvement Strategy 2</b>   | Develop induction procedures for students new to the school   |   |                            |  |
| Actions   | Develop a regular program for students new to the school in addition to Prep.   |   |                            |  |
| Evidence of impact  | <p>Students:</p> <ul style="list-style-type: none"> <li>- Students and families are familiar with processes and expectations of Movelle Primary School.</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>- Are familiar with processes and expectations of Movelle and ensure that they are consistent across P-6.</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>- Develop processes and expectations of Movelle and provide professional learning to all staff.</li> </ul> |   |                            |  |
| <b>Activities and Milestones</b>  | <b>Who</b>  | <b>Is this a Professional Learning Priority</b> | <b>When</b>                | <b>Budget</b>  |
| Develop checklists for new students to the school to ensure transition into the school is smooth. | Principal   | <input type="checkbox"/> No                     | from: Term 1<br>to: Term 1 | \$0.00<br><input type="checkbox"/> Equity funding will be used |



|  |                     |                             |                            |  |
|--|---------------------|-----------------------------|----------------------------|--|
| Develop a handbook for new students and families to the school to ensure a seamless transition into the school.                                  | Assistant Principal | <input type="checkbox"/> No | from: Term 1<br>to: Term 2 | \$0.00<br><input type="checkbox"/> Equity funding will be used |
| Supply a school pack on all relevant information to parents /guardians that can be easily translated into parents' main language spoken at home. | Assistant Principal | <input type="checkbox"/> No | from: Term 4<br>to: Term 4 | \$0.00<br><input type="checkbox"/> Equity funding will be used |

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| <b>Goal 2</b>                     | To deepen and strengthen students' sense of connectedness to school and peers and promote a stronger sense of engagement in their learning.  |
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| <b>FISO Initiative</b>            | Building communities   |
| <b>Key Improvement Strategy 3</b> | Implement COMPASS across the whole school to support transition of student handover from year to year.   |
| Actions                           | Implement the Compass portal for all staff to ensure consistent and timely documentation of transition statements, student information and communication with parents. Develop strategies within the new Compass tool for accurate collection of Movelle Primary School student data to support of the improvement of student transition.  |
| Evidence of impact                | Students:<br>- Students will understand that staff are aware of their development academically and social and emotionally.<br><br>Teachers:<br>- Will understand the development academically, socially and emotionally of the students in their care; and track milestones/important information.<br><br>Leaders:<br>- Across the school, leaders will provide support and professional learning to all stakeholder including parents about the use of COMPASS. |

| Activities and Milestones  | Who                 | Is this a Professional Learning Priority | When                       | Budget   |
|--|---------------------|--|----------------------------|--|
| Professional Learning for staff, including admin and education support or as requested 1:1 from staff.   | Assistant Principal | <input type="checkbox"/> No              | from: Term 1<br>to: Term 1 | \$0.00<br><input type="checkbox"/> Equity funding will be used |
| Gradual release of modules e.g. attendance, chronicle.   | Leadership Team     | <input type="checkbox"/> No              | from: Term 1<br>to: Term 1 | \$0.00<br><input type="checkbox"/> Equity funding will be used |
| Provide user friendly Professional Learning for all new staff including admin.                           | Principal           | <input checked="" type="checkbox"/> Yes  | from: Term 1<br>to: Term 4 | \$0.00<br><input type="checkbox"/> Equity funding will be used |
| Creation of user guides for all staff pending area of the school, including a report writing compendium. | Assistant Principal | <input type="checkbox"/> No              | from: Term 1<br>to: Term 2 | \$0.00<br><input type="checkbox"/> Equity funding will be used |

|                                   |  |
|-----------------------------------|--|
| <b>Goal 2</b>                     | To deepen and strengthen students' sense of connectedness to school and peers and promote a stronger sense of engagement in their learning.  |
| <b>12 month target 2.1</b>        | Strengthen transition arrangements into, through and out of the school to promote inclusiveness.<br>ATTITUDES TO SCHOOL:<br>Increase the student response for Stimulated learning from 46.7% to 60%<br>Increase the student response for Learning Confidence from 42.8% to 55%<br>Increase the student response for Student safety (respect for diversity) from 25.6% to 40% |
| <b>FISO Initiative</b>            | Building communities   |
| <b>Key Improvement Strategy 4</b> | Develop extra-curricula programs to cater for the additional needs of the students   |

| Actions   | Breakfast Program, lunchtime and or after school programs for disadvantaged children and an opportunity for student leadership to promote the wider community and broader curriculum programs.   |  |                            |   |
|---|--|--|----------------------------|---|
| Evidence of impact  | <p>Students:</p> <ul style="list-style-type: none"> <li>- Attitudes to school data to improve for all year levels in the area of a) School Connectedness b) Connectedness to Peers c) Student Morale.</li> <li>- Average days of student absence to be decreased to 13 days across the school.</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>- Staff encouraging students to embrace more regular attendance to programs that are provided within the surrounds of Movelle Primary School .</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>- Leaders have a greater understanding of their students and staffs' place within the community and their links to community groups.</li> </ul> |  |                            |   |
| Activities and Milestones   | Who  | Is this a Professional Learning Priority | When                       | Budget  |
| Timetable established and resourcing provided from school budget.   | Principal  | <input type="checkbox"/> No              | from: Term 1<br>to: Term 4 | \$20,000.00<br><input type="checkbox"/> Equity funding will be used           |
| Community Grant and school funds set within a budget to support the program.                                    | Principal  | <input type="checkbox"/> No              | from: Term 2<br>to: Term 2 | \$0.00<br><input type="checkbox"/> Equity funding will be used                |
| Develop a student advocacy program for all year levels that encourage student input and feedback into learning. | Sub School Leader/s  | <input checked="" type="checkbox"/> Yes  | from: Term 1<br>to: Term 4 | \$5,000.00<br><input checked="" type="checkbox"/> Equity funding will be used |
| Kitchen Program to be implemented across Years 3-6 for an elective program.                                     | Teacher(s)   | <input type="checkbox"/> No              | from: Term 3<br>to: Term 4 | \$5,000.00<br><input checked="" type="checkbox"/> Equity funding will be used |

|  |  |   |                            |  |
|--|--|---|----------------------------|--|
| <b>Goal 3</b>  | To develop a safe, orderly and inclusive learning environment that sustain positive learning experiences for the school community.   |   |                            |  |
| <b>12 month target 3.1</b>   | Develop and Implement a Movelle Primary School Inclusive Student Management Model to monitor student wellbeing. With the use of the tool (COMPASS) used to track attendance data with a reduction from 16.38 days to 13 days across P-6 on average.  |   |                            |  |
| <b>FISO Initiative</b>   | Building communities   |   |                            |  |
| <b>Key Improvement Strategy 1</b>  | Leadership team at Movelle Primary School to research and audit current inclusion practices inc. EAL, PSD, Out of Home Care, Indigenous students. (Marrung study group)  |   |                            |  |
| Actions  | Ensure all PSD students and applications follow a process and students are included and catered for. Ensure EAL processes are streamlined and followed, particularly with new enrolments.  |   |                            |  |
| Evidence of impact   | <p>Students:</p> <ul style="list-style-type: none"> <li>- Understand that we are an inclusive school and cater for all.</li> <li>- Can attend support groups, lunchtime clubs to cater for inclusiveness through the school.</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>- Staff are aware of inclusion practices and develop Individual Learning Plans for required students.</li> <li>- Facilitate respectful and inclusive relationships with students at Movelle Primary School .</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>- Develop whole school wide processes for Student Support Group (SSG) meetings.</li> <li>- Meetings are held with all stakeholders to support inclusiveness.</li> </ul> |   |                            |  |
| <b>Activities and Milestones</b>   | <b>Who</b>   | <b>Is this a Professional Learning Priority</b> | <b>When</b>                | <b>Budget</b>  |
| Develop procedures and processes for PSD students. Regular Student Support Group (SSG) meetings are held, Individual Learning Plans (ILPs) are written, followed and implemented.  | Wellbeing Team   | <input type="checkbox"/> No                     | from: Term 1<br>to: Term 4 | \$3,000.00<br><input type="checkbox"/> Equity funding will be used |
| All Koorie students are included in the Marung study and support is put in place to assist these students. Individual Learning Plans (ILPs) are written, followed and implemented. | Wellbeing Team   | <input type="checkbox"/> No                     | from: Term 1<br>to: Term 4 | \$0.00<br><input type="checkbox"/> Equity funding will be used     |

|  |                |                             |                            |  |
|--|----------------|-----------------------------|----------------------------|--|
| EAL processes are created and identified students are screened to determine eligibility and funding lines are allocated to the correct students.                             | Wellbeing Team | <input type="checkbox"/> No | from: Term 1<br>to: Term 4 | \$0.00<br><input type="checkbox"/> Equity funding will be used |
| All students in Out of Home Care are supported and processes put into place that link in with outside agencies. Regular SSGs occur to further support students and families. | Wellbeing Team | <input type="checkbox"/> No | from: Term 1<br>to: Term 4 | \$0.00<br><input type="checkbox"/> Equity funding will be used |

|                                   |   |
|-----------------------------------|---|
| <b>Goal 3</b>                     | To develop a safe, orderly and inclusive learning environment that sustain positive learning experiences for the school community.  |
| <b>12 month target 3.1</b>        | Develop and Implement a Movelle Primary School Inclusive Student Management Model to monitor student wellbeing. With the use of the tool (COMPASS) used to track attendance data with a reduction from 16.38 days to 13 days across P-6 on average.   |
| <b>FISO Initiative</b>            | Building communities  |
| <b>Key Improvement Strategy 2</b> | Identify and articulate classroom consistent practices for student wellbeing that include personalisation, models of agreed wellbeing practice and student advocacy .   |
| Actions                           | Develop whole-school processes that all staff and students understand and follow to ensure consistent approaches to anti-bullying and behaviour management at Movelle Primary School. Use Parent Opinion Survey, Compass data, Absence data and Attitudes to School data regularly to measure effectiveness.  |
| Evidence of impact                | <p>Students:</p> <ul style="list-style-type: none"> <li>- Attitudes to School data and Parent Opinion data improvement in the areas of connectedness to peers and a supportive and safe environment.</li> <li>- Know expectations of them and what processes are followed at Movelle.</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>- Teaches are aware of the school wide process and expectations of required documentation moving forward.</li> <li>- Follow school-wide processes consistently and fairly, using Compass to document incidences.</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>- Leaders will be confident in implementing a set process for any student wellbeing across the school.</li> <li>- Staff are supported in the implementation of school-wide processes and</li> </ul> |

| Activities and Milestones  | Who            | Is this a Professional Learning Priority | When                       | Budget   |
|--|----------------|--|----------------------------|--|
| Creation of school-wide processes/documentation around behaviour management and student wellbeing.         | Wellbeing Team | <input type="checkbox"/> No              | from: Term 1<br>to: Term 1 | \$0.00<br><input type="checkbox"/> Equity funding will be used     |
| Professional Development undertaken with all staff to ensure all staff are aware of school-wide processes. | Wellbeing Team | <input type="checkbox"/> No              | from: Term 1<br>to: Term 1 | \$0.00<br><input type="checkbox"/> Equity funding will be used     |
| Student Voice/advocacy is implemented throughout the school and student leaders attend a leadership day.   | Wellbeing Team | <input type="checkbox"/> No              | from: Term 1<br>to: Term 4 | \$2,000.00<br><input type="checkbox"/> Equity funding will be used |
| Staff are trained in student voice and students are given opportunities to develop their skills.           | Wellbeing Team | <input type="checkbox"/> No              | from: Term 1<br>to: Term 4 | \$0.00<br><input type="checkbox"/> Equity funding will be used     |

|                                   |   |
|-----------------------------------|---|
| <b>Goal 3</b>                     | To develop a safe, orderly and inclusive learning environment that sustain positive learning experiences for the school community.  |
| <b>12 month target 3.1</b>        | Develop and Implement a Movelle Primary School Inclusive Student Management Model to monitor student wellbeing. With the use of the tool (COMPASS) used to track attendance data with a reduction from 16.38 days to 13 days across P-6 on average. |
| <b>FISO Initiative</b>            | Building communities  |
| <b>Key Improvement Strategy 3</b> | Further develop anti-bullying and behaviour management policies and procedures through policy development and implementation at Movelle Primary School .  |
| <b>Actions</b>                    | Creation of policies with the support of outside agencies to ensure Movelle Primary School is a safe and inclusive environment for all students, staff and others professionals who work within Movelle.  |

|                    |  |
|--------------------|--|
| Evidence of impact | <p>Students:</p> <ul style="list-style-type: none"> <li>- Attitudes to School data and Parent Opinion data improvement in the areas of connectedness to peers and a supportive and safe environment.</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>- Are aware of policies and what they contain.</li> <li>- Follow the outlined processes and procedures.</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>- Leaders will be confident in creating and implementing policies for behaviour management and anti-bullying.</li> </ul> |
|--------------------|--|

| Activities and Milestones  | Who            | Is this a Professional Learning Priority | When                       | Budget   |
|--|----------------|--|----------------------------|--|
| Develop and implement a Police in Schools program for the year 3-6 students to foster positive relationships with external support groups.   | Wellbeing Team | <input checked="" type="checkbox"/> Yes  | from: Term 1<br>to: Term 4 | \$0.00<br><input type="checkbox"/> Equity funding will be used |
| Create school policies in anti-bullying and behaviour management school wide.  | Wellbeing Team | <input type="checkbox"/> No              | from: Term 1<br>to: Term 4 | \$0.00<br><input type="checkbox"/> Equity funding will be used |
| Implementation of student management policy. Development of a consentient approach across the school that ensures procedures and processes are followed by all staff at Movelles Primary School. | Wellbeing Team | <input checked="" type="checkbox"/> Yes  | from: Term 1<br>to: Term 4 | \$0.00<br><input type="checkbox"/> Equity funding will be used |

|                            |   |
|----------------------------|---|
| <b>Goal 4</b>              | To effectively manage staffing profiles within budget constraints while providing a rigorous engaging education.  |
| <b>12 month target 4.1</b> | <p>To maximise all aspects of school operations and resource allocations to achieve the best possible outcomes for staff and students.</p> <p>Raise the whole school scores for collective efficacy from 46.8% in 2017 to 77% in 2018.<br/>         Raise the whole school scores for academic emphasis from 51% 2017 - 75% 2018<br/>         Raise the whole school scores for shielding and buffering from 25.6%in 2017 to - 50% in 2018.</p> |

|  |   |   |                            |  |
|--|---|---|----------------------------|--|
| <b>FISO Initiative</b>   | Strategic resource management   |   |                            |  |
| <b>Key Improvement Strategy 1</b>  | To maximise all aspects of school operations and resource allocations to achieve the best possible outcomes for students. This will be strategically resourced through the SRP funding.   |   |                            |  |
| Actions  | Prepare for a school self-evaluation in line with the development of a new School Strategic Plan in October 2018. Build a leadership model at Movelle Primary School that creates a strong school leadership culture.   |   |                            |  |
| Evidence of impact   | <p>Students:</p> <ul style="list-style-type: none"> <li>- See a clear leadership structure.</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>- Staff Opinion Survey measures for collective efficacy, collective responsibility and collective focus on learning show an increase.</li> <li>- All curriculum areas Foundation to Year 6 documented used common language and template.</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>- The school leadership structure is in place.</li> </ul> |   |                            |  |
| <b>Activities and Milestones</b>   | <b>Who</b>  | <b>Is this a Professional Learning Priority</b> | <b>When</b>                | <b>Budget</b>  |
| Consultation Meetings (including community members/parents). Dedicating time through CRT coverage to support the leadership team and relevant staff to prepare their report and information to share with the review team. | All Staff   | <input checked="" type="checkbox"/> Yes         | from: Term 1<br>to: Term 4 | \$5,000.00<br><input checked="" type="checkbox"/> Equity funding will be used  |
| Completing relevant documentation for school review in a timely manner.  | Principal   | <input type="checkbox"/> No                     | from: Term 1<br>to: Term 4 | \$0.00<br><input type="checkbox"/> Equity funding will be used                 |
| Provide leadership training for all staff in leadership positions and positions of responsibility.   | Principal   | <input checked="" type="checkbox"/> Yes         | from: Term 1<br>to: Term 1 | \$10,000.00<br><input checked="" type="checkbox"/> Equity funding will be used |



# Professional Learning and Development Plan - 2018

Movelle Primary School (5139)

| Professional Learning Priority   | Who                 | When                       | Key Professional Learning Strategies  | Organisational Structure  | Expertise Accessed  | Where                                       |
|--|---------------------|----------------------------|---|---|---|---|
| Utilise Chris Egan as a consultant to improve collaboration across the school and to ensure a focus on learning. | Principal           | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Design of formative assessments<br><input checked="" type="checkbox"/> Curriculum development                             | <input checked="" type="checkbox"/> Whole School Student Free Day<br><input checked="" type="checkbox"/> Timetabled Planning Day<br><input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> External consultants<br><br>Chris Egan  | <input checked="" type="checkbox"/> On-site |
| Staff aligned Professional Practice Days to improve their knowledge of student learning and assessment.          | All Staff           | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Design of formative assessments<br><input checked="" type="checkbox"/> Peer observation including feedback and reflection | <input checked="" type="checkbox"/> Professional Practice Day   | <input checked="" type="checkbox"/> Teaching partners<br><input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> Literacy Leaders | <input checked="" type="checkbox"/> On-site |
| Use student free day in Term 1 to set the scene of agreed essential leanings across the curriculum day.          | All Staff           | from: Term 1<br>to: Term 1 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Design of formative assessments<br><input checked="" type="checkbox"/> Curriculum development                             | <input checked="" type="checkbox"/> Whole School Student Free Day   | <input checked="" type="checkbox"/> External consultants<br><br>Chris Egan  | <input checked="" type="checkbox"/> On-site |
| Teachers provide ILPs for students working above expected level in Reading, Writing and Numeracy.                | Sub School Leader/s | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Planning  | <input checked="" type="checkbox"/> PLC/PLT Meeting   | <input checked="" type="checkbox"/> Literacy Leaders<br><input checked="" type="checkbox"/> Maths/Sci Specialist  | <input checked="" type="checkbox"/> On-site |
| Engage with consultants to provide Professional Learning   | Principal           | from: Term 1<br>to: Term 2 | <input checked="" type="checkbox"/> Planning  | <input checked="" type="checkbox"/> Whole School Student Free Day   | <input checked="" type="checkbox"/> External consultants  | <input checked="" type="checkbox"/> On-site |

|  |                        |                            |  |  |   |  |
|--|------------------------|----------------------------|--|--|---|--|
| to support teaching and learning using proficiency scales.   |                        |                            | <input checked="" type="checkbox"/> Design of formative assessments<br><input checked="" type="checkbox"/> Moderated assessment of student learning  | <input checked="" type="checkbox"/> Timetabled Planning Day<br><input checked="" type="checkbox"/> PLC/PLT Meeting | Chris Egan  |  |
| Teaching and learning coaches released to support planning.  | Sub School Leader/s    | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Planning   | <input checked="" type="checkbox"/> PLC/PLT Meeting  | <input checked="" type="checkbox"/> Leadership partners<br><input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> Literacy Leaders<br><input checked="" type="checkbox"/> Maths/Sci Specialist | <input checked="" type="checkbox"/> On-site                          |
| Coaching plans developing at a point-of-need for staff across P-6 including specialists.                                 | School Leadership Team | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Curriculum development                                | <input checked="" type="checkbox"/> PLC/PLT Meeting  | <input checked="" type="checkbox"/> Internal staff  | <input checked="" type="checkbox"/> On-site                          |
| School teaching and learning coaches attend Literacy professional learning provided by the network.                      | School Leadership Team | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team<br><input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> Network Professional Learning  | <input checked="" type="checkbox"/> Leadership partners<br><input checked="" type="checkbox"/> Literacy Leaders   | <input checked="" type="checkbox"/> Off-site<br><br>Network Meetings |
| Attend regional professional learning on HITS and develop a professional learning program for staff throughout the year. | School Leadership Team | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Curriculum development                                | <input checked="" type="checkbox"/> Network Professional Learning  | <input checked="" type="checkbox"/> Internal staff  | <input checked="" type="checkbox"/> Off-site<br><br>SWVR             |
| Provide user friendly Professional Learning for all new staff including admin.   | Principal              | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Preparation  | <input checked="" type="checkbox"/> PLC/PLT Meeting  | <input checked="" type="checkbox"/> Internal staff  | <input checked="" type="checkbox"/> On-site                          |

|   |                     |                            |  |   |   |  |
|---|---------------------|----------------------------|--|---|---|--|
| Develop a student advocacy program for all year levels that encourage student input and feedback into learning.   | Sub School Leader/s | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Curriculum development   | <input checked="" type="checkbox"/> PLC/PLT Meeting   | <input checked="" type="checkbox"/> Internal staff  | <input checked="" type="checkbox"/> On-site              |
| Develop and implement a Police in Schools program for the year 3-6 students to foster positive relationships with external support groups.  | Wellbeing Team      | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Curriculum development   | <input checked="" type="checkbox"/> Whole School Student Free Day<br><input checked="" type="checkbox"/> PLC/PLT Meeting  | <input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> External consultants<br><br>PIS program | <input checked="" type="checkbox"/> On-site              |
| Implementation of student management policy.<br>Development of a consentient approach across the school that ensures procedures and processes are followed by all staff at Movelle Primary School.                            | Wellbeing Team      | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Curriculum development   | <input checked="" type="checkbox"/> Whole School Student Free Day<br><input checked="" type="checkbox"/> Communities of Practice<br><input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff  | <input checked="" type="checkbox"/> On-site              |
| Consultation Meetings (including community members/parents).<br>Dedicating time through CRT coverage to support the leadership team and relevant staff to prepare their report and information to share with the review team. | All Staff           | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team<br><input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> Network Professional Learning   | <input checked="" type="checkbox"/> Leadership partners   | <input checked="" type="checkbox"/> Off-site<br><br>KVPS |
| Provide leadership training for all staff in leadership positions and positions of responsibility.  | Principal           | from: Term 1<br>to: Term 1 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation  | <input checked="" type="checkbox"/> Whole School Student Free Day   | <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.