

2018 Annual Implementation Plan

for improving student outcomes

Lismore Primary School (1293)



Submitted for review by Jessica Kattwinkel (School Principal) on 13 December, 2017 at 10:18 PM

Endorsed by Anthony Fowler (Senior Education Improvement Leader) on 19 December, 2017 at 12:39 PM

Endorsed by Lucy Snibson (School Council President) on 22 December, 2017 at 08:31 AM

Self-evaluation Summary - 2018

Lismore Primary School (1293)

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

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

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

Enter your reflective comments	<p>PLT meetings have been held throughout 2017 however at times administration tasks have taken away from time spent on building teacher practice and curriculum planning and assessment. Non-negotiable PLC meetings will be held in 2018, where the focus is explicit and a commitment is made to stay on task. Lismore Primary School has been selected to join the PLC initiative in 2018, an opportunity to support our development in this area.</p> <p>Looking at our Parent Opinion Survey data, student safety, teacher communication and student motivation and support appear to be areas for improvement. These were discussed with staff and school council and improvement strategies identified. In terms of student safety, a clearly defined buddy system will be re-introduced in 2018 after feedback that this system has been lacking over the past couple of years. More work in the Positive Education area will be a large focus in 2018 with a plan to introduce a program called 'Growing with Gratitude'. Classroom weekly updates have been consistently produced and distributed to each child during the second half of Term 3 & Term 4 providing details of literacy and numeracy focus for the week in order to improve teacher communication. We hope to be more transparent about our teaching and learning plans through the introduction of seesaw early in 2018 after some research in 2017. Student motivation and support will be addressed through creating clear, high expectations for both students and staff with clearly defined roles and responsibilities.</p>
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	NAPLAN data shows growth in many areas however there is room for improvement in writing and writing conventions. This is an identified area of improvement and VCOP and Big Write strategies have been introduced this year. A particular focus on the elements of VCOP (vocabulary, connectives, openers & punctuation) will be a continued focus area in 2018. We have identified some low readers in the current F-1 group and consequently joined the WSW Reading Project.
Considerations for 2019	Positive Education focus - implementation of Buddy System, 'Growing with Gratitude Framework' PLC initiative - Lismore P.S has been accepted to join this initiative in 2018. South West Reading Project - F-2 teacher and principal to attend in second last week of term 4 - strategies to be introduced and implemented in 2018. VCOP focus - a closer look at the elements of VCOP
Documents that support this plan	Parents Opinion Survey Report.pdf (0.08 MB)

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Lismore Primary School (1293)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
			Outline what you want achieve in the next 12 months against your Strategic Plan target.	

By the end of 2020 we will build the capacity of teachers to plan, assess and deliver an engaging and contemporary curriculum so that all students achieve annual learning growth of at least 1.0 in Literacy and Numeracy, and the achievement gap between learners is reduced.

Teacher Judgements
Minimum 1.0 years growth for every year of the strategic plan for all students according to teacher judgement in all areas of Literacy & Numeracy.

% of students achieving 1.0 growth in Literacy

Based on a rolling average over 3 years	Benchmark (2013-2015)			Target (2018- 2020)		
	A & B	C	D & E	A & B	C	D & E
Reading	44	48	8	50	45	5
Speaking and Listening	20	71	9	25	70	5
Writing	33	54	12	40	55	5

According to NAPLAN relative growth over the four years the targets are as follows:

Based on rolling average over 4 years 2012 – 2015 percentages	Benchmark			Target		
	low	med	high	low	med	high
Numeracy	13	65	23	10	65	25
Reading	21	71	8	15	70	15
Spelling	21	31	48	15	35	50
Writing	58	33	8	35	45	20
Grammar & Punctuation	17	40	48	15	35	50

Yes

All students without a diagnosed learning disability to achieve at least 1 year's growth for 1 year of school for Literacy. Naplan growth in writing to show 44% medium growth and 19% high growth. 100% of year 3 students to be in the top 3 bands for reading.

Building practice excellence

% of students achieving 1.0 growth in Mathematics.

Based on a rolling average over 3 years	Benchmark (2013-2015)			Target (2018- 2020)		
	A & B	C	D & E	A & B	C	D & E
Measure & Geometry	30	64	6	33	65	2
Number & Algebra	38	56	6	40	59	1
Stats & Probability	14	78	9	25	70	5

No

	<p>Staff Opinion Survey – percentage endorsement</p> <table border="1"> <thead> <tr> <th>Based on rolling average over 3 years 2014 – 2016</th> <th>Benchmark</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Collective Efficacy</td> <td>89</td> <td>95</td> </tr> <tr> <td>Teacher Collaboration</td> <td>74</td> <td>85</td> </tr> <tr> <td>Academic Emphasis</td> <td>79</td> <td>90</td> </tr> <tr> <td>Guaranteed & viable curriculum</td> <td>74</td> <td>85</td> </tr> <tr> <td>Collective responsibility</td> <td>85</td> <td>90</td> </tr> <tr> <td>Staff trust in colleagues</td> <td>80</td> <td>90</td> </tr> <tr> <td>Collective focus on student learning</td> <td>90</td> <td>95</td> </tr> <tr> <td>Shielding/buffering</td> <td>43</td> <td>60</td> </tr> </tbody> </table>	Based on rolling average over 3 years 2014 – 2016	Benchmark	Target	Collective Efficacy	89	95	Teacher Collaboration	74	85	Academic Emphasis	79	90	Guaranteed & viable curriculum	74	85	Collective responsibility	85	90	Staff trust in colleagues	80	90	Collective focus on student learning	90	95	Shielding/buffering	43	60	No																	
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<p>By the end of 2020 we will build the instructional capability of staff, and strengthen feedback and communication processes so that students are more engaged in their learning.</p>	<p>Absence: The four year average for students with 20+ days absence will be no higher than 18%</p> <table border="1"> <thead> <tr> <th>Based on 3 year rolling average</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>State Mean</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td><10 days</td> <td>42%</td> <td>37%</td> <td>47%</td> <td>39%</td> <td>40%</td> </tr> <tr> <td>10-19.5 days</td> <td>42%</td> <td>36%</td> <td>31%</td> <td>23%</td> <td>30%</td> </tr> <tr> <td>20-29.5 days</td> <td>4%</td> <td>16%</td> <td>12%</td> <td>11%</td> <td>18%</td> </tr> <tr> <td>30+ days</td> <td>13%</td> <td>11%</td> <td>11%</td> <td>12%</td> <td>10%</td> </tr> </tbody> </table> <p>Attitude to school survey – new data Bench marks to be set in 2018. Parent Opinion Survey results:</p> <table border="1"> <thead> <tr> <th></th> <th>2013-2016 average</th> <th>2017-2020</th> </tr> </thead> <tbody> <tr> <td>Student Motivation</td> <td>5.91</td> <td>5.90</td> </tr> <tr> <td>Stimulating Learning</td> <td>5.97</td> <td>6.00</td> </tr> <tr> <td>Connectedness to peers</td> <td>6.08</td> <td>6.00</td> </tr> </tbody> </table>	Based on 3 year rolling average	2013	2014	2015	State Mean	Target	<10 days	42%	37%	47%	39%	40%	10-19.5 days	42%	36%	31%	23%	30%	20-29.5 days	4%	16%	12%	11%	18%	30+ days	13%	11%	11%	12%	10%		2013-2016 average	2017-2020	Student Motivation	5.91	5.90	Stimulating Learning	5.97	6.00	Connectedness to peers	6.08	6.00	No	<p>The four year average for students with 20+ days absence will be no higher than 18%. Attitude to School Survey data will show a minimum of 70% positive result in stimulated learning.</p>	
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Social skills	6.02	6.00											
School connectedness	6.19	6.00											
By the end of 2020 we will develop and implement a growth mindset framework using the principles of positive education so that student wellbeing and intellectual engagement and self-awareness is strengthened.	<p>Acer Survey on social and emotional skills for students</p> <p>100% staff to complete the staff opinion survey</p> <ul style="list-style-type: none"> To attain at least 70% in the safety and well-being component of the SOS by 2020. <p>ATSS – Benchmarks to be set in 2018</p> <p>Parent Opinion Survey</p> <table border="1"> <thead> <tr> <th>Based on 3 year rolling average (2012-2015)</th> <th>2013-16 average Actual</th> <th>2017-2020 average target</th> </tr> </thead> <tbody> <tr> <td>Student safety</td> <td>5.68</td> <td>5.7</td> </tr> <tr> <td>Classroom behaviour</td> <td>4.78</td> <td>4.8</td> </tr> </tbody> </table>	Based on 3 year rolling average (2012-2015)	2013-16 average Actual	2017-2020 average target	Student safety	5.68	5.7	Classroom behaviour	4.78	4.8	No		
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Improvement Initiatives Rationale

In 2017, we have made good progress in Building practice excellence but there are a number of areas that need consolidating. We have been working hard on the implementation of VCOP and Big Write. All staff have completed Day 1 of the training with some staff needing to complete Day 2 which focuses on Writing Assessment. Additional training will strengthen teacher understanding of writing assessment to inform teaching. A more specific focus on the elements of VCOP will also strengthen the writing curriculum and ultimately student outcomes in grammar and punctuation and writing.

We have identified a small cohort of Early Years students falling behind in reading and joined the WSW Reading Project to inform and improve teacher capabilities to effectively teach reading strategies within the F-2 area.

Peer observations commenced in 2017 however more regular peer observations and structured feedback giving sessions would allow greater teacher reflection opportunities and positive impact on teaching.

Goal 1	By the end of 2020 we will build the capacity of teachers to plan, assess and deliver an engaging and contemporary curriculum so that all students achieve annual learning growth of at least 1.0 in Literacy and Numeracy, and the achievement gap between learners is reduced.
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12 month target 1.1	All students without a diagnosed learning disability to achieve at least 1 year's growth for 1 year of school for Literacy. Naplan growth in writing to show 44% medium growth and 19% high growth. 100% of year 3 students to be in the top 3 bands for reading.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Develop and implement an agreed instructional model consistently across the whole school.
KIS 2	Embed the Professional Learning Community Framework.

Define Evidence of Impact and Activities and Milestones - 2018

Lismore Primary School (1293)

Goal 1	By the end of 2020 we will build the capacity of teachers to plan, assess and deliver an engaging and contemporary curriculum so that all students achieve annual learning growth of at least 1.0 in Literacy and Numeracy, and the achievement gap between learners is reduced.
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FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Develop and implement an agreed instructional model consistently across the whole school.
Actions	Support teachers to develop their knowledge and capacity to identify, implement and evaluate the use of evidence-based high impact strategies. Support teachers to embed the use of a broad range of evidence-based high impact teaching strategies in their everyday practice.
Evidence of impact	TEACHERS: • align curriculum planning documents with agreed instructional model

- demonstrate a deep knowledge of evidence based high impact teaching strategies
 - plan and implement lessons that include 'multiple exposures' to new knowledge
 - have high expectations for learning progress
 - provide opportunities for students to record and present concepts to peers in multiple ways
 - conduct conferences to support students to discuss their progress and identify their next learning goal
 - work collaboratively with colleagues to moderate 'Cold Writes' and develop consistent teacher judgement outcomes
 - keep a learning journal with observations and actions taken from peer observations and change of practice in classrooms
 - identify and adopt differentiated pedagogical practices that meet the learning needs of their students.
- STUDENTS:
- can articulate the goals of each lesson, and how they will know if they have successfully achieved them
 - can understand and self-assess their progress, and articulate what they need to learn next
 - discuss their progress during conferencing and explain how this supports their learning
 - provide regular feedback in a variety of ways to teachers about the effectiveness of their practice.
- PRINCIPAL:
- provide regular feedback to teachers, based on evidence collected through observation of practice during learning walks
 - support staff through professional learning and coaching conversations to deepen their understanding of the development of literacy skills - including VCOP/Big Write & Sounds Write programs
 - model the use of the school's instructional model as a framework for the professional learning presented to staff in the school
 - facilitate & support collaborative practices.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Support staff to include a Literacy goal into their PDP and facilitate meeting time so that regular evaluation of their progression towards meeting that goal takes place.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Facilitate the opportunity for F-2 teacher to attend 4 day WSW Reading Project professional learning and share findings with whole staff.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$800.00 <input checked="" type="checkbox"/> Equity funding will be used
Facilitate the opportunity for staff to attend Day 2 Assessment & Data Tracking VCOP & Big Write professional conference to strengthen teaching of writing and assessment.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$950.00 <input checked="" type="checkbox"/> Equity funding will be used

Use PLC's to monitor individual practice against the agreed instructional model and check teachers are implementing the model with fidelity.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Work collaboratively with colleagues to moderate 'Cold Writes' and develop consistent teacher judgement outcomes	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide time and resources for all staff to co-learn in PLCs to reflect, refine and improve individual and collective practice.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement and provide access to professional learning that is focussed on improving teachers knowledge of HITS.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Support teachers to develop and implement strategies that maximise 'time on task' in the classroom. E.g. clear classroom management processes and procedures; effective two-way communication with parents/carers.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Timetable and facilitate the implementation of 2 in school peer observations per term and 1 external peer observation per semester. Provide opportunities to share feedback using the 'warm' and 'cool' feedback document.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Conference with students regarding their literacy development at least twice per term.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	By the end of 2020 we will build the capacity of teachers to plan, assess and deliver an engaging and contemporary curriculum so that all students achieve annual learning growth of at least 1.0 in Literacy and Numeracy, and the achievement gap between learners is reduced.
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FISO Initiative	Building practice excellence			
Key Improvement Strategy 2	Embed the Professional Learning Community Framework.			
Actions	Support all staff to build practice excellence through the application of the FISO Improvement Cycle. Develop a whole-school approach to professional learning.			
Evidence of impact	<p>TEACHERS:</p> <ul style="list-style-type: none"> • demonstrate a deep understanding of the purpose and benefits of PLCs • demonstrate a deep knowledge of the FISO improvement cycle • are active participants in PLCs and provide evidence of collaboration and acting upon feedback provided during peer to peer observations to improve literacy teaching • have a clear understanding of student achievement through use of SPA analyser and discussions in PLC's • analyse student data to reflect and review the impact of their practice on learning outcomes • refer to data wall in order to plan for individual students learning needs • work collaboratively with staff across the system in order to improve knowledge and understanding of current DET initiatives with a particular focus on literacy. <p>STUDENTS:</p> <ul style="list-style-type: none"> • understand what they need to do in order to improve • understand classroom management structures and processes <p>PRINCIPAL:</p> <ul style="list-style-type: none"> * ensure weekly PLC meetings are held and the 4 critical questions used as a framework for developing rich discussions and student outcomes * facilitate attendance at PLC initiative professional learning. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Use the Professional Learning Communities Matrix to strengthen the structure of processes of our professional learning at school.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Attend PLC initiative professional learning.	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$700.00 <input checked="" type="checkbox"/> Equity funding will be used
Work closely with PLC Regional Manager and Senior Education Improvement Leader (SEIL) to support the implementation of PLC structures and processes in the context of our school.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff will develop a thorough knowledge of the need for continuous improvement through analysis of student data to inform teaching and learning including SPA analyser, data wall and moderation exercises.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Create a data wall including every child in the area of Literacy, reading and writing. During meeting times the wall will be visible and staff will build shared ownership of each child's data.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Utilise SPA to obtain current understandings of each child's learning outcomes.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Hold weekly PLC meetings with an agreed schedule that uses the 4 critical questions as a framework for rich discussions.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Identify opportunities for leaders and teachers to work and learn collaboratively at the school, area, network, region and system level and to share findings with peers.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Evaluate the current Literacy block and develop a whole school teaching and learning model of Literacy, utilising the Literacy strategy and HITS.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Lead the Staff in professional learning, growing their understanding of the FISO Improvement Model and this is embedded in all school improvement work.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Lismore Primary School (1293)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Support staff to include a Literacy goal into their PDP and facilitate meeting time so that regular evaluation of their progression towards meeting that goal takes place.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Facilitate the opportunity for F-2 teacher to attend 4 day WSW Reading Project professional learning and share findings with whole staff.	Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site Professional learning to take place over 4 days at Warrnambool College
Facilitate the opportunity for staff to attend Day 2 Assessment & Data Tracking VCOP & Big Write professional conference to strengthen teaching of writing and assessment.	Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site Location yet to be chosen
Use PLC's to monitor individual practice against the agreed instructional	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site

model and check teachers are implementing the model with fidelity.					<input checked="" type="checkbox"/> Internal staff	
Work collaboratively with colleagues to moderate 'Cold Writes' and develop consistent teacher judgement outcomes	All Staff	from: Term 1 to: Term 4	<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"/> Literacy expertise <input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> On-site
Implement and provide access to professional learning that is focussed on improving teachers knowledge of HITS.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site Working with Derrinallum College staff as well as onsite at Lismore Primary School
Timetable and facilitate the implementation of 2 in school peer observations per term and 1 external peer observation per semester. Provide opportunities to share feedback using the 'warm' and 'cool' feedback document.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> On-site
Attend PLC initiative professional learning.	PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site Location yet to be decided

			<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team			
Staff will develop a thorough knowledge of the need for continuous improvement through analysis of student data to inform teaching and learning including SPA analyser, data wall and moderation exercises.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <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

[TERM 4 MEETING SCHEDULE.docx \(0.02 MB\)](#)

Dimension 2

[Fairytale INQUIRY PLANNER.docx \(0.02 MB\)](#)

[Lismore Primary School Testing Schedule 2017.docx \(0.04 MB\)](#)

Dimension 5

[PLC MEETING MINUTES AUG 1ST 2017.docx \(0.22 MB\)](#)

Self-evaluation Summary

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

2018 Annual Implementation Plan

[2017 aip self assessment.docx \(0.12 MB\)](#)

[Attitudes to School survey.pdf \(0.1 MB\)](#)

[END OF CYCLE AIP REVIEW.docx \(0.02 MB\)](#)

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