

2018 Annual Implementation Plan

for improving student outcomes

Mulgrave Primary School (2172)



Submitted for review by Charles Spicer (School Principal) on 29 November, 2017 at 02:21 PM

Endorsed by Allen McAuliffe (Senior Education Improvement Leader) on 03 December, 2017 at 02:35 PM

Endorsed by Edmond Meszaros (School Council President) on 10 December, 2017 at 10:26 PM

Self-evaluation Summary - 2018

Mulgrave Primary School (2172)

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

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

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

Enter your reflective comments	<p>Levels are based on the 2017 School Review process, including the School Self-Evaluation. The language from the SSE & Review changed slightly in SPOT however the correlation was re-assessed by the school leadership team. The initial evaluation was completed as part of a series of whole staff discussions through the review process and subsequent discussion around the review report.</p> <p>MPS is in an excellent position to build on a strong base through collaborative practice and collective efficacy.</p>
Considerations for 2019	<p>2018 will be the first year of the new School Strategic Plan. It will begin putting into practice the outcomes from the 2017 SSE and review and is based on the collective work of the entire Mulgrave Primary School community. The strategic plan and seen input from staff, students and parents, not to mention challenge partners, our SEIL and the school reviewer. The new plan will begin to embed our new school values which is really our new school motto - Motivated, Persistent, Successful and our new school vision. The values and vision have been heavily influenced by our student leaders</p>

	throughout 2017. We see this as a bridge to improving Student Attitudes to School survey data and genuinely improving student voice and agency through collaboration, student goal setting and a continual focus on raising expectations.
Documents that support this plan	MulgravePS_ReviewReport_Final.docx (0.36 MB)

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Mulgrave Primary School (2172)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
Build practice excellence to maximise student learning growth.	Increase high relative growth and decrease low relative growth in NAPLAN, across all bands.	Yes	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>Increase percentage of students achieving one year's growth in Literacy & Numeracy (as per L&N Strategy).</p> <p>Increase percentage of students achieving high growth in Reading (23,7% in 2017), Writing (23.7%) & Numeracy (18.9%).</p> <p>Decrease percentage of students achieving low</p>	Evidence-based high-impact teaching strategies

			growth in Reading (26.3% in 2017) and Writing (23.7%).	
	Consistently achieve one year of growth for all students as reflected in the teacher judgement data.	No		
	Achieve expected levels of growth or more in school-administered standardized testing (e.g. OnDemand, PATM and PATR)	No		
	Improve student opinion about motivation and their active role in learning.	No		
	Increase parent opinion about the Learning focus.	No		
Enhance the learning climate to support all students to maximise their learning potential.	Increase student, staff and parent opinion about connectedness, stimulating learning and student behaviour.	No		
	Achieve an average of 12 months of learning growth or more for all students, evident in standardised testing measures and teacher judgement data.	Yes	TBC based on 2016-17 benchmark data currently being collated.	Empowering students and building school pride
Develop the Education State Literacy and Numeracy Strategy by establishing School Improvement Teams and through those teams, a review of collegiate approaches to planning and differentiated student learning.	Improve staff opinion measures about the Collective efficacy, Collegiality, academic focus and leadership.	Yes	School Climate > 67.1% Collective efficacy > 71.3% Academic emphasis > 58.9% Teacher collaboration > 51.7%	Curriculum planning and assessment

			<p>School Leadership Leading Change: Is able to facilitate change including those that challenge the status quo and manage their impact on teachers > 47.7%</p> <p>School Staff Safety and Wellbeing Staff Professional Safety: Supports professional learning problem solving and experimentation with new strategies > 42.7%</p> <p>Professional Learning School level support: The school leadership team promotes supports and encourages professional learning opportunities for staff > 60.3%</p>	
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Improvement Initiatives Rationale	
When student achievement data is generated, analysed and used to inform the design of targeted learning opportunities, student learning growth will be maximised.	
If families are engaged in the development and learning of their children, learning is maximised.	

Goal 1	Build practice excellence to maximise student learning growth.
12 month target 1.1	<p>Increase percentage of students achieving one year's growth in Literacy & Numeracy (as per L&N Strategy).</p> <p>Increase percentage of students achieving high growth in Reading (23,7% in 2017), Writing (23.7%) & Numeracy (18.9%).</p>

	Decrease percentage of students achieving low growth in Reading (26.3% in 2017) and Writing (23.7%).
FISO Initiative	Evidence-based high-impact teaching strategies
Key Improvement Strategies	
KIS 1	Enhance the improvement culture through collaborative teaching and learning.
KIS 2	Build staff capacity to utilise student data to inform learning opportunities at students' point of need.

Goal 2	Enhance the learning climate to support all students to maximise their learning potential.
12 month target 2.1	TBC based on 2016-17 benchmark data currently being collated.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Empower students through active student voice, leadership and agency. Build school pride and connectedness by developing active partnerships that promote and celebrate school culture and achievement.
KIS 2	Create meaningful partnerships with students, parents and carers to maximise student learning.

Goal 3	Develop the Education State Literacy and Numeracy Strategy by establishing School Improvement Teams and through those teams, a review of collegiate approaches to planning and differentiated student learning.
12 month target 3.1	School Climate > 67.1% Collective efficacy > 71.3% Academic emphasis > 58.9% Teacher collaboration > 51.7%

	<p>School Leadership Leading Change: Is able to facilitate change including those that challenge the status quo and manage their impact on teachers > 47.7%</p> <p>School Staff Safety and Wellbeing Staff Professional Safety: Supports professional learning problem solving and experimentation with new strategies > 42.7%</p> <p>Professional Learning School level support: The school leadership team promotes supports and encourages professional learning opportunities for staff > 60.3%</p>
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	Develop and implement a whole school Professional Learning Framework which is focused on maximising student learning growth.
KIS 2	Develop and document a guaranteed and viable whole school curriculum.

Define Evidence of Impact and Activities and Milestones - 2018

Mulgrave Primary School (2172)

Goal 1	Build practice excellence to maximise student learning growth.
12 month target 1.1	<p>Increase percentage of students achieving one year's growth in Literacy & Numeracy (as per L&N Strategy).</p> <p>Increase percentage of students achieving high growth in Reading (23,7% in 2017), Writing (23.7%) & Numeracy (18.9%).</p> <p>Decrease percentage of students achieving low growth in Reading (26.3% in 2017) and Writing (23.7%).</p>
FISO Initiative	Evidence-based high-impact teaching strategies

Key Improvement Strategy 1	Enhance the improvement culture through collaborative teaching and learning.			
Actions	<p>Student collaboration (HITS – tied into Goal 2, KIS 1) Gaining knowledge of staff and students understanding of collaboration Introducing the New Pedagogies and Deep Learning (NPDL) project and the competency of Collaboration Explicitly teaching collaboration in classrooms – different roles, expectations etc Creating a whole school display (learning area) of what collaboration is at MPS Face to Face meetings with students and teachers around what has been successful</p> <p>LI's/SC's Building upon the current use of Learning Intentions Developing the knowledge of Success Criteria Introducing Genius Hour Passion projects where students are actively involved in SC discussion Common Language across the school of LI and SC</p>			
Evidence of impact	<p>6 Months: Surveying staff and students on what they believe good collaboration is, the difference between sharing and collaborating. Using the Collaboration symbol and coming up with the MPS definition having that displayed across the school in classrooms and in newsletters (could be a part of the newsletter each fortnight) Creating a whole school scope and sequence of what collaboration is Making sure we have from WALT and WILF to Learning Intention and Success Criteria. Moving from Weekly Learning Intentions to daily Learning Intentions and having them visible (such as on IWB)</p> <p>12 Months: Creating a display in the staffroom on what collaboration looks like with examples from classrooms across the school. Promoting collaboration across the whole school such as continuing 3 way conferences, common planning, and curriculum teams. Face to face meetings and conversations to gather feedback and reflection from staff and students. Introducing daily Success Criteria which promotes differentiation Students being involved in the creation/discussion of Success Criteria eg Genius hour/Passion projects across Year 3-6 (Learning Showcases) The language of LI and SC used across the school in staff meetings, PLT, Extra Curricula activities and posted in newsletters. Using the terminology to understand for LI and I can for SC across the school.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Curriculum Day 1 - In-House PL on One Note facilitated by Tom Boyle	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Curriculum Day 3 - Classroom Management & Student Voice	Principal	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Milestone: Staff and students actively collaborating through the completion of planning documents and in classroom tasks Milestone: GHP projects facilitated in class and completed by students Milestone: School Captains presenting to School Council in terms 2 and 4 Milestone: LI & SC language on display in classrooms and documented in planning	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	Build practice excellence to maximise student learning growth.
12 month target 1.1	Increase percentage of students achieving one year's growth in Literacy & Numeracy (as per L&N Strategy). Increase percentage of students achieving high growth in Reading (23,7% in 2017), Writing (23.7%) & Numeracy (18.9%). Decrease percentage of students achieving low growth in Reading (26.3% in 2017) and Writing (23.7%).
FISO Initiative	Evidence-based high-impact teaching strategies
Key Improvement Strategy 2	Build staff capacity to utilise student data to inform learning opportunities at students' point of need.
Actions	Explore Differentiated Learning (HITS 10) in collaboration with FISO group Curriculum Day & follow up sessions x 2 Focus on differentiated planning PLT's (aligned with introduction of OneNote) Develop Effect Size Calculations for F&P benchmarking

	Develop growth mindset – set explicit & aspirational growth targets in PDP's. Introduce and embed new leadership profile Build leadership capacity of PLT and SIT leaders Curriculum Day: Classroom Management & Student Voice			
Evidence of impact	6 Months: Curriculum day finalised and completed Staff planning to demonstrate differentiation in reading. Effect size being used to identify student learning growth in reading with data sets recorded on Accelerus. Teaching staff PDP goals aligned to AIP growth targets and literacy and numeracy strategy. Model outlined on 1st curriculum day of 2018 New leaders identify PL needs in PDP's and by agreement with the principal, select appropriate training. New leaders PDP goals to reflect the leadership and delivery of an AIP goal. Meeting Schedule to reflect PLT and SIT priority times. 12 Months: Follow up sessions led by Danny Hyndman undertaken. Staff planning to demonstrate differentiation in reading and numeracy. Effect size being used to identify student learning growth in reading and numeracy with data sets recorded on Accelerus Teaching staff PDP mid and end of cycle explicitly state % of High, Mid & Low growth in Reading and Numeracy. New leaders PDP outcomes to reflect the leadership and delivery of an AIP goal. PLT and SIT leaders to have completed capacity building PL and an identified project.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Curriculum Day 2: Data & Differentiation facilitated by Mary Jean Gallagher & Danny Hyndman	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Differentiation follow up sessions with Danny Hyndman x 2 (1 x Scoresby PS; 1 x Mulgrave PS)	Principal	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>Milestone: Effect Size calculators in place and utilised.</p> <p>Milestone: Differentiated practice documented and consistent via OneNote and observable in classroom practice.</p> <p>Milestone: Introduction of new LS & LT</p> <p>Milestone: Capacity building PD identified and completed for all PLT & SIT leaders.</p>	School Improvement 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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Goal 2	Enhance the learning climate to support all students to maximise their learning potential.
12 month target 2.1	TBC based on 2016-17 benchmark data currently being collated.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	Empower students through active student voice, leadership and agency. Build school pride and connectedness by developing active partnerships that promote and celebrate school culture and achievement.
Actions	<p>Student Collaboration (HITS) – More of classroom collaboration with staff</p> <p>Create and support the development of school-wide understanding of student voice</p> <p>Clarify in-class student voice structures/roles e.g. students voicing how they learn, what they learn, reflecting on learning (P-6)</p> <p>Develop and implement meaningful student voice opportunities</p> <p>Using technology to increase motivation</p> <p>Students getting access to provide feedback of their learning Opportunities for Student led learning projects/assignments</p> <p>Using platforms e.g. Xuno or Seesaw to promote reflection on learning</p> <p>Building upon the current structure of student council</p> <p>Building more student leadership across Year 4-6 with programs such as SWAT, Chain Gang, Peer mediators.</p> <p>Enhancing the role of JSC's in supporting the junior school</p> <p>Building upon the current year 6 leadership structure</p> <p>Student Leadership (Including Haolgen National Young Leaders Day)</p>
Evidence of impact	<p>6 Months:</p> <p>Teachers and students have developed negotiated Code of Cooperation rather than teacher directed Classroom Rules. The school Values are linked to the Code of Cooperation</p> <p>Year 5-6 Genius hour/passion project in line with integrated topics</p>

	<p>Whole school to be aware of fundraising opportunities and student council representatives to develop an annual plan of proposed events. School Council coming up with the school vision of excellence and being more student led. Providing more hands on leadership opportunities for students in year 6 SWAT, Chain gang*, Peer Mediators implemented across the school. G suits being used to provide opportunities for students to give feedback and reflect on their learning eg Google Forms. Fortnightly student voice at MPS article in the newsletter</p> <p>12 Months: Teachers are using class meetings to reflect on the students learning All teachers are using a range of student feedback tools such as Parking Lots, consensograms, Correlation Charts, PMI charts etc Year 6 leadership lunchtime meetings Year 3-6 Genius hour/passion project in line with integrated topics 2019 Attitudes to School and Parent Opinion survey data show improved results relating to 'connectedness to school' This Year 5 students have a structured approach to applying for leadership roles in 2019. Students have opportunities to reflect on their learning and connect with home through platforms such as seesaw</p>
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Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
National Young Leaders Day	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$982.00 <input type="checkbox"/> Equity funding will be used
<p>Milestone: Technology platforms embedded in all classrooms, staff PD and parent forum completed</p> <p>Milestone: Opportunities for student collaboration detailed in team and class planning</p> <p>Milestone: Increase in number of student leadership roles</p>	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Enhance the learning climate to support all students to maximise their learning potential.
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12 month target 2.1	TBC based on 2016-17 benchmark data currently being collated.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 2	Create meaningful partnerships with students, parents and carers to maximise student learning.
Actions	<p>Goal Setting/Student Portfolios (Digital) Teachers and students to collate progressive work samples and assessments throughout the year. These are to be stored electronically and available via our school management platform.</p> <ul style="list-style-type: none"> • Design and structure of student portfolios – T1 2018 • Formalised processes for the creation and monitoring of student goals • Regular review timelines • Explicit teaching of the creation of digital portfolios • Junior school portfolios utilise support of buddies <p>Students presenting Portfolios at 3 Way Conferences Implementation of school management and communication platform (XUNO or similar). This will be used to connect students, parents and teachers / communication / display of student portfolios and assessment work / attendance. Gradual implementation throughout 2018 & 2019</p> <ul style="list-style-type: none"> • Leadership to meet with developers and select preferred platform • SIT to decide on a timeframe for the rollout of available components. • PD undertaken and delivered to staff • Parent information provided – presentation at ‘get to know you’ interviews T1 • Students upskilled in the use of school management platform • Ongoing PD for staff <p>Encourage and support parents and carers to engage with their child/ren's reading and counting at home and reinforce the message that through motivation and persistence, every child be achieve success. Establish a PFA – will include a parent representative for each grade. Coordination of whole school events / fundraising etc.</p> <ul style="list-style-type: none"> • Establishment of class PFA representatives early T1 2018 • PFA meeting schedule established • PFA objectives and ideas for the year developed in consultation with school leadership. • PFA to coordinate whole school events and fundraising
Evidence of impact	<p>6 months: SIT to meet and begin discussions around the format and structure of student portfolios. SIT to discuss and canvas ideas from PLT's SIT to confirm the design and structure of student portfolios.</p>

	<p>Students to use their portfolio and present 2 or 3 pieces of work as part of their 3 way conference. Leadership to meet with developers and select preferred platform SIT to decide on a timeframe for the rollout of available components. PD undertaken and delivered to staff Parent information provided – presentation at ‘get to know you’ interviews T1 Parent representatives confirmed Meeting schedule established PFA objectives and 2018 plan devised.</p> <p>12 months: All students have an electronic portfolio as per the agreed design format. Improved student attitudes survey data relating to Learner characteristics and disposition. Self-regulation and goal setting . From 30.1 to 40 Improved student attitudes survey data relating to Learner characteristics and disposition. Self-regulation and goal setting . From 30.1 to 40 Students upskilled in the use of school management platform Ongoing PD for staff Student management system used as main communication platform Student management system used to store, collate and present student portfolios Improved parent survey data relating to communication. - There is effective two-way communication between the teachers and parents at this school. From 83% to 86% Ongoing information campaign via the newsletter, website and assemblies to highlight the importance of reading and counting at home. Teachers communicate with me often enough about my child's progress. From 69% to 75% Whole school events and fundraising activities successfully coordinated and run by the PFA Improved parent survey data relating to connectedness. - This school has a strong relationship with the local community. From 55% to 65% - This school gives me opportunities to participate in my child's education. From 83% to 88%</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

<p>Milestone: Teachers and students have collaborated to develop work samples and assessments throughout the year and are available via our school management platform.</p> <p>Milestone: Successful utilisation of portfolios in 3 Way conferences</p> <p>Milestone: PFA have established an annual events plan and are officially a working entity.</p>	School Improvement 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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Goal 3	Develop the Education State Literacy and Numeracy Strategy by establishing School Improvement Teams and through those teams, a review of collegiate approaches to planning and differentiated student learning.
12 month target 3.1	<p>School Climate > 67.1% Collective efficacy > 71.3% Academic emphasis > 58.9% Teacher collaboration > 51.7%</p> <p>School Leadership Leading Change: Is able to facilitate change including those that challenge the status quo and manage their impact on teachers > 47.7%</p> <p>School Staff Safety and Wellbeing Staff Professional Safety: Supports professional learning problem solving and experimentation with new strategies > 42.7%</p> <p>Professional Learning School level support: The school leadership team promotes supports and encourages professional learning opportunities for staff > 60.3%</p>
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 1	Develop and implement a whole school Professional Learning Framework which is focused on maximising student learning growth.
Actions	<p>Leadership profile made clear to all staff, including reporting throughlines, e.g. classroom teachers to PLT leaders, etc.</p> <p>Review and set out roles and responsibilities and publish document to all staff to ensure role clarity.</p> <p>Collaborative whole school approach to planning: develop template, utilise single tool (OneNote)</p> <p>Common Planning Documents and expectations tied to scope and sequence (reviewed annually)</p>

	<p>"Know Thy Impact" - embed strategies to evaluate impact on student learning PDP goals will reflect roles and responsibilities PDP goals will reflect the implementation of Differentiation & Collaborative Practice AIP goals (HITS) Professional Learning on using OneNote as a Collaborative Tool Create a OneNote Team</p>			
Evidence of impact	<p>6 Months: All devices synched up to OneNote and making sure all staff laptops have been synched to their desktop version – work out any technical issues with Technician. Set up tabs for whole school documentation. Term planners' consistent, weekly planners with whole school expectations but room to individualise. Common Planning approach an expectation for all staff to be using fortnightly planners Preferably one teacher from each year level to be a Point of Call for using OneNote</p> <p>12 months: Expectation that all staff are using OneNote as the platform for planning and all documents and templates are used on OneNote. Reflect on the use of OneNote in 2018 and make documents, expectations for 2019.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Curriculum Day 1 - In-House PL on One Note facilitated by Tom Boyle	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Milestone: Whole Staff Using OneNote to Collaboratively Plan	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop a numeracy intervention program for students from Years 3-5	Education Support	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$12,766.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	Develop the Education State Literacy and Numeracy Strategy by establishing School Improvement Teams and through those teams, a review of collegiate approaches to planning and differentiated student learning.
12 month target 3.1	<p>School Climate > 67.1% Collective efficacy > 71.3% Academic emphasis > 58.9% Teacher collaboration > 51.7%</p> <p>School Leadership Leading Change: Is able to facilitate change including those that challenge the status quo and manage their impact on teachers > 47.7%</p> <p>School Staff Safety and Wellbeing Staff Professional Safety: Supports professional learning problem solving and experimentation with new strategies > 42.7%</p> <p>Professional Learning School level support: The school leadership team promotes supports and encourages professional learning opportunities for staff > 60.3%</p>
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 2	Develop and document a guaranteed and viable whole school curriculum.
Actions	<p>Refer Goal 1, Target 1.1 Complete a review of the MPS curriculum and theory of action and build in platforms to routinely reflect on formative, summative and diagnostic assessment to identify what students know and can do, and on the impact of their teaching on individual student learning progress. Clarify teaching practice around the setting of goals with students. Improved collective teaching practice using evidence-based strategies. Explore VCOP Big Write from F-2, particularly the effectiveness for students in Foundation. Identify Areas for improvement in Fountas & Pinnell reading program, particularly at senior end for extension needs. Explore and implement Essential Assessments in Literacy and Numeracy to support assessment schedule and teaching to the point of need (differentiation). Provide all staff with access to targeted Literacy and Numeracy professional learning (as part of each PDP).</p>
Evidence of impact	<p>Improved results in the Staff Opinion Survey in the areas of School Climate and School Leadership. Theory of action Enhanced writing program has been identified and implemented at F-2 level.</p>

	<p>Clearly articulated extension program for high achieving readers will be established and documented. Staff PD records will reflect engagement in Literacy or Numeracy professional learning. Essential Elements program embedded in assessment schedule and planning documents.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Teachers</p> <ul style="list-style-type: none"> • Will routinely reflect on formative, summative and diagnostic assessment to identify what students know and can do, and on the impact of their teaching on individual student learning progress; set goals with students, and tailor teaching using evidence-based strategies. • Actively engage in collaborative, evidence-based professional learning, within the school and beyond it, about literacy and numeracy curriculum, pedagogy and assessment. • Build relationships with families that encourage positive dialogue and establish a sense of partnership around the learner. <p>School middle leadership</p> <ul style="list-style-type: none"> • Take an instructional leadership role based on deep content knowledge about the curriculum, formative, summative and diagnostic assessment, moderation and pedagogy of literacy and numeracy. <p>Principals and School Improvement Teams</p> <ul style="list-style-type: none"> • Deeply understand their school's performance, including in literacy and numeracy, through assessment and evidence of students' learning. • Focus on instructional leadership, including driving strong literacy and numeracy practice in every classroom and strong literacy and numeracy outcomes for every student. 	<p>School Improvement Team</p>	<p><input type="checkbox"/> No</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

• Build the capacity of their school community to collectively develop teaching and learning excellence.				
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Professional Learning and Development Plan - 2018

Mulgrave Primary School (2172)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Curriculum Day 1 - In-House PL on One Note facilitated by Tom Boyle	Leading Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Curriculum Day 3 - Classroom Management & Student Voice	Principal	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> External consultants TBA	<input checked="" type="checkbox"/> On-site
Curriculum Day 2: Data & Differentiation facilitated by Mary Jean Gallagher & Danny Hyndman	Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Dr. Mary Jean Gallagher Danny Hyndman	<input checked="" type="checkbox"/> Off-site Mulgrave Country Club
Differentiation follow up sessions with Danny Hyndman x 2 (1 x Scoresby PS; 1 x Mulgrave PS)	Principal	from: Term 2 to: Term 3	<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"/> Communities of Practice	<input checked="" type="checkbox"/> External consultants Danny Hyndman	<input checked="" type="checkbox"/> Off-site 1 @ Scoresby

			<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team			PS 1 @ Mulgrave PS
Curriculum Day 1 - In-House PL on One Note facilitated by Tom Boyle	Leading Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<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

[MPS Self-evaluation Report 2017.docx \(0.34 MB\)](#)

[MulgravePS_ReviewReport_Final.docx \(0.36 MB\)](#)

Dimension 2

[Assesment Schedule Overview.docx \(0.23 MB\)](#)

[Meeting Schedule T1 2017.docx \(0.02 MB\)](#)

[Meeting Schedule T2 2017.docx \(0.02 MB\)](#)

[Meeting Schedule T3 2017.docx \(0.02 MB\)](#)

[Meeting Schedule T4 2017.docx \(0.02 MB\)](#)

Dimension 6

[School Improvement Team Meeting 2017.11.14.docx \(0.1 MB\)](#)

Dimension 7

[2018 BUDGET VERSION 1.xls \(0.65 MB\)](#)

Dimension 8

[MULGRAVE PRIMARY SCHOOL RULES.docx \(0.03 MB\)](#)

[Vision Statement.docx \(0.01 MB\)](#)

Dimension 11

[Student Code of Conduct 2018.doc \(0.16 MB\)](#)

Self-evaluation Summary

[MulgravePS_ReviewReport_Final.docx \(0.36 MB\)](#)

2018 Annual Implementation Plan

[MPS School Strategic Plan 2018-2021.docx \(0.06 MB\)](#)