

# 2018 Annual Implementation Plan

## for improving student outcomes

Mount Eliza North Primary School (5140)



**MountElizaNorth**  
P R I M A R Y

Submitted for review by Julie O'Brien (School Principal) on 21 November, 2017 at 10:46 AM  
Endorsed by Mary Azer (Senior Education Improvement Leader) on 13 December, 2017 at 11:31 PM  
Endorsed by Ryan Irwin (School Council President) on 31 January, 2018 at 04:36 PM

# Self-evaluation Summary - 2018

Mount Eliza North Primary School (5140)

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

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

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

<b>Enter your reflective comments</b>	Through the Review Process the school community has identified the following FISO dimensions as a key focus for the 2018 - 2021 School Strategic Plan: * Global Citizenship and Empowering Students and Building School Pride
<b>Considerations for 2019</b>	The 2018 - 2021 School Strategic Plan, incorporating the 2018 Annual Implementation Plan will provide the school with an opportunity to consolidate the work we have undertaken over the previous strategic plan period. The challenge for the school will be to move from 'Renew' to 'Stretch' to 'Influence' utilising the Diffientated School Performance Groups model
<b>Documents that support this plan</b>	Mount Eliza North 2017 AIP end cycle.docx (0.13 MB)

## Annual Implementation Plan - 2018

# FISO Improvement Initiatives and Key Improvement Strategies

Mount Eliza North Primary School (5140)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To continue to improve student achievement levels and learning growth in all curriculum areas with a particular focus on Literacy	School Staff Survey The following variables to be at least 90 percent endorsement: <ul style="list-style-type: none"> <li>• Teacher collaboration</li> <li>• Collective Efficacy</li> <li>• Collective focus on student learning</li> <li>• Instructional leadership</li> <li>• Understand how to analyse data</li> </ul>	Yes	School Staff Survey The following variables to be at least 85% endorsement: <ul style="list-style-type: none"> <li>• Teacher Collaboration</li> <li>• Collective Efficacy</li> <li>• Collective Focus on student learning</li> <li>• Instructional leadership</li> <li>* Understand how to analyse data</li> </ul>	Building practice excellence
	Teacher Judgements and NAPLAN are more accurately aligned All students to achieve at least one year's growth every year in all areas of literacy to be reflected in Teacher Judgements To increase the proportion of students achieving 12 to 18 months above expected levels to a level that correlates with the proportion achieving in the top NAPLAN bands	Yes	Teacher Judgements All students achieve at least one year's growth every year To increase the proportion of students achieving 12-18 months above expected level to a level that correlates with the proportion achieving in the top two NAPLAN bands	Curriculum planning and assessment

Develop highly motivated, creative and adaptive students who have a sophisticated understanding of global issues, have the capacity to become future global citizens and can contribute to and benefit from a stimulating learning environment	<p>Attitudes to School Survey (ATS)</p> <p>The following variables to reflect at least 85% positive student responses:</p> <ul style="list-style-type: none"> <li>• Stimulating Learning</li> <li>• Learning Confidence</li> <li>• Motivation and Interest</li> <li>• Self-regulation and Goal Setting</li> <li>• Student Voice and Agency</li> <li>• Teacher Concern</li> </ul>	Yes	<p>Attitudes to School Survey (ATS)</p> <p>The following variables to reflect at least 85% positive student responses:</p> <ul style="list-style-type: none"> <li>•Stimulating Learning</li> <li>•Learning Confidence</li> <li>•Motivation and Interest</li> <li>•Self-regulation and Goal Setting</li> <li>•Student Voice and Agency</li> <li>•Teacher Concern</li> </ul>	Empowering students and building school pride
	<p>School Staff Opinion Survey</p> <p>The following variables to reflect at least 85% staff endorsement:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice</li> <li>• Collective participation</li> <li>• Time to share pedagogical content knowledge</li> </ul>	Yes	<p>School Staff Opinion Survey</p> <p>The following variables to reflect at least 85% staff endorsement:</p> <ul style="list-style-type: none"> <li>•Use student feedback to improve practice</li> <li>•Collective participation</li> <li>•Time to share pedagogical content knowledge</li> </ul>	Building communities

<b>Improvement Initiatives Rationale</b>	
<p>Goal 1: If teachers continue to build their data literacy, they will be better able to use the analysis and interpretation of student performance data to improve classroom teaching practice, personalise learning and enhance student learning outcomes, particularly those of more able students.</p> <p>Goal 2: If the school continues to develop approaches that give students a greater say in decisions that affect their learning, gives them a voice in the learning process and engages them in authentic inquiry about the world around them, student motivation, engagement and learning will all improve.</p>	

<b>Goal 1</b>	To continue to improve student achievement levels and learning growth in all curriculum areas with a particular focus on Literacy
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<b>12 month target 1.1</b>	School Staff Survey The following variables to be at least 85% endorsement: <ul style="list-style-type: none"> <li>• Teacher Collaboration</li> <li>• Collective Efficacy</li> <li>• Collective Focus on student learning</li> <li>• Instructional leadership</li> </ul> * Understand how to analyse data
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Use multiple sources of data, including evidence from peer observations, to inform team professional learning, action research, curriculum and planning
<b>12 month target 1.2</b>	Teacher Judgements All students achieve at least one year's growth every year To increase the proportion of students achieving 12-18 months above expected level to a level that correlates with the proportion achieving in the top two NAPLAN bands
<b>FISO Initiative</b>	Curriculum planning and assessment
<b>Key Improvement Strategies</b>	
KIS 1	Use analysis of data to enhance collaboration and collective accountability for student learning growth
KIS 2	Enhance tracking and monitoring of individual students and sub-groups to more effectively personalise learning and differentiate the curriculum

<b>Goal 2</b>	Develop highly motivated, creative and adaptive students who have a sophisticated understanding of global issues, have the capacity to become future global citizens and can contribute to and benefit from a stimulating learning environment
<b>12 month target 2.1</b>	Attitudes to School Survey (ATS)  The following variables to reflect at least 85% positive student responses:

	<ul style="list-style-type: none"> <li>•Stimulating Learning</li> <li>•Learning Confidence</li> <li>•Motivation and Interest</li> <li>•Self-regulation and Goal Setting</li> <li>•Student Voice and Agency</li> <li>•Teacher Concern</li> </ul>
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategies</b>	
KIS 1	Enhance structures and processes within curriculum planning and the instructional model that enables students to further develop agency, assess their own work and track and celebrate their own learning growth
<b>12 month target 2.2</b>	<p>School Staff Opinion Survey</p> <p>The following variables to reflect at least 85% staff endorsement:</p> <ul style="list-style-type: none"> <li>•Use student feedback to improve practice</li> <li>•Collective participation</li> <li>•Time to share pedagogical content knowledge</li> </ul>
<b>FISO Initiative</b>	Building communities
<b>Key Improvement Strategies</b>	
KIS 1	Continue to enhance the school's inquiry approach with a focus on international mindedness and global citizenship

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

Mount Eliza North Primary School (5140)

<b>Goal 1</b>	To continue to improve student achievement levels and learning growth in all curriculum areas with a particular focus on Literacy
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<b>12 month target 1.1</b>	School Staff Survey The following variables to be at least 85% endorsement: <ul style="list-style-type: none"> <li>• Teacher Collaboration</li> <li>• Collective Efficacy</li> <li>• Collective Focus on student learning</li> <li>• Instructional leadership</li> <li>* Understand how to analyse data</li> </ul>			
<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 1</b>	Use multiple sources of data, including evidence from peer observations, to inform team professional learning, action research, curriculum and planning			
Actions	To develop teacher understanding of different forms of Peer Observations including feedback and reflection to inform instructional practice and planning To develop teachers understanding of the transdisciplinary nature of the Speaking and Listening curriculum			
Evidence of impact	The students will: <ul style="list-style-type: none"> <li>* demonstrate their speaking and listening skills through all aspects of the curriculum</li> <li>* develop speaking and listening goals and show evidence of growth</li> </ul> The teachers will: <ul style="list-style-type: none"> <li>* participate in scheduled Peer Observations &amp; feedback sessions</li> <li>* reflect the impact that Peer Observations have had on their practice in P &amp; D plans</li> <li>* evidence the Speaking and Listening curriculum in planning documents</li> <li>* accurately assess and report through the speaking and listening curriculum</li> </ul> School leaders will: <ul style="list-style-type: none"> <li>* prioritise PLT meetings</li> <li>* conduct regular observations of practice using the Learning Walks model to compare change in practice over the year</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>



Building Teacher Capacity - Professional Learning Team will research different forms of Peer Observations including feedback and reflection and provide professional development for all staff	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$1,000.00 <input type="checkbox"/> Equity funding will be used
All staff will complete 2 Peer Observations	Teacher(s)	<input type="checkbox"/> No	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
School Leaders will conduct Learning Walks in all classes with a focus on Speaking & Listening	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
School leaders will meet regularly with staff to provide feedback on practice, adopting a coaching model to support improvement in practice	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers will ensure students develop speaking and listening goals as part of their learning goals	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers' planning documents will evidence the incorporation of the Speaking and Listening curriculum	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers will utilise Speaking & Listening continuum on Sentral to track students progress	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Employ educational consultant Tracey Ezard to work with staff regarding creating a collaborative culture which will support teacher collaboration and collective efficacy	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 3	\$3,500.00 <input type="checkbox"/> Equity funding will be used
Teachers P & D Plans will incorporate an Action Research component to support their development of professional knowledge and practice	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	To continue to improve student achievement levels and learning growth in all curriculum areas with a particular focus on Literacy			
<b>12 month target 1.2</b>	Teacher Judgements All students achieve at least one year's growth every year To increase the proportion of students achieving 12-18 months above expected level to a level that correlates with the proportion achieving in the top two NAPLAN bands			
<b>FISO Initiative</b>	Curriculum planning and assessment			
<b>Key Improvement Strategy 1</b>	Use analysis of data to enhance collaboration and collective accountability for student learning growth			
Actions	Build teacher capacity to correlate teacher judgement with external assessment data			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> <li>* have a greater awareness of how they are tracking with their learning</li> <li>* have their learning needs more specifically catered for</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>* have participated in professional learning related the data literacy</li> <li>* be able to triangulate data sets to inform teacher judgements</li> <li>* engage in moderation to support standardisation of teacher judgements</li> <li>* reflect on student outcome data as part of their P &amp; D process</li> <li>* demonstrate differentiation in their planning documents related to data analysis</li> <li>* have utilised a variety of tools and resources to track student outcomes and growth</li> </ul> <p>School leaders will:</p> <ul style="list-style-type: none"> <li>* provide or source professional learning related to data literacy</li> <li>* plan for regular meetings to analyse data</li> <li>* established a data literacy team</li> <li>* attend meetings to support staff and provide feedback</li> <li>* provide literacy intervention for students at risk</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>

Leadership Team to provide whole school data literacy professional learning	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Review Assessment Schedule to align with new assessment practices	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Meeting schedule to reflect dedicated moderation sessions and meeting time for staff to analyse data	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Assistant Principal to regularly attend POD meetings to support staff analysis and use of data to inform planning and teaching	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff P & D Plans include whole school goal with a focus on student achievement levels and learning growth	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish whole school data literacy team utilising a case management approach	Curriculum Co-ordinator (s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide Literacy Intervention program and employ speech therapist	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Students develop and monitor learning goals based on assessment data	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	To continue to improve student achievement levels and learning growth in all curriculum areas with a particular focus on Literacy
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<b>12 month target 1.2</b>	<p>Teacher Judgements  All students achieve at least one year's growth every year  To increase the proportion of students achieving 12-18 months above expected level to a level that correlates with the proportion achieving in the top two NAPLAN bands</p>			
<b>FISO Initiative</b>	Curriculum planning and assessment			
<b>Key Improvement Strategy 2</b>	Enhance tracking and monitoring of individual students and sub-groups to more effectively personalise learning and differentiate the curriculum			
Actions	<p>Develop teacher capacity to track and monitor student data  Develop teachers use of student data to differentiate the curriculum and personalise learning</p>			
Evidence of impact	<p>Teachers will:  * input data sets into Sentral  * utilise the 'analysis' module of Sentral to track and monitor individual students and cohorts  * use external data to inform planning and teaching  * participate in data literacy professional learning</p> <p>School leaders will:  * conduct professional learning in the use of Sentral 'analysis' module  * schedule regular meetings for staff to track and monitor data  * established a data literacy team</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Introduce the use of Essential Assessment (online) for Numeracy & Literacy to inform planning and teaching and track student growth	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$4,500.00 <input type="checkbox"/> Equity funding will be used
Provide professional learning to all staff on the use of data to track and monitor student outcomes	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Introduce the Sentral analyser module to monitor and track student learning and growth	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Data literacy team and protocols established	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Data literacy team to utilise a case management approach to support students at risk	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	Develop highly motivated, creative and adaptive students who have a sophisticated understanding of global issues, have the capacity to become future global citizens and can contribute to and benefit from a stimulating learning environment
<b>12 month target 2.1</b>	Attitudes to School Survey (ATS)  The following variables to reflect at least 85% positive student responses: <ul style="list-style-type: none"> <li>•Stimulating Learning</li> <li>•Learning Confidence</li> <li>•Motivation and Interest</li> <li>•Self-regulation and Goal Setting</li> <li>•Student Voice and Agency</li> <li>•Teacher Concern</li> </ul>
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategy 1</b>	Enhance structures and processes within curriculum planning and the instructional model that enables students to further develop agency, assess their own work and track and celebrate their own learning growth
<b>Actions</b>	Develop a whole school approach to build a rich relevant challenging and stimulating learning environment Develop teachers capacity to utilise contemporary pedagogy and learning technologies to further develop learner agency Develop teacher capacity to provide a learning environment where students take a high level of responsibility for their learning

Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> <li>* set and monitor learning goals</li> <li>* self-regulate, self-assess and reflect of their learning progress</li> <li>* take a high level of responsibility for their learning</li> <li>* students will use a range of learning technologies</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>* foster learner agency through planning and teaching</li> <li>* support students to develop goals and reflect on their learning progress</li> <li>* provide opportunities for students to have input into curriculum planning</li> <li>* provide a safe learning environment where teachers effectively connect with their students</li> </ul> <p>School leaders will:</p> <ul style="list-style-type: none"> <li>* provide Professional Learning opportunities for staff to analyse school data</li> <li>* schedule regular meetings for staff to track and monitor data</li> <li>* established a Whole School Data Professional Learning Team</li> <li>* conduct regular observations of practice using the Learning Walks model to compare change in practice over the year</li> </ul>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Leadership Team to provide school-based professional learning on the High Impact Teaching Strategies	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers audit their understanding and implement use of HITS through out the year	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
School Leaders will conduct Learning Walks in all classes with a focus on the use of HITS	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Learning Technologies PLT will research approaches to teaching and learning with technology	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
The PYP coordinator will provide professional learning regarding the enhanced PYP	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	Develop highly motivated, creative and adaptive students who have a sophisticated understanding of global issues, have the capacity to become future global citizens and can contribute to and benefit from a stimulating learning environment
<b>12 month target 2.2</b>	School Staff Opinion Survey  The following variables to reflect at least 85% staff endorsement: •Use student feedback to improve practice •Collective participation •Time to share pedagogical content knowledge
<b>FISO Initiative</b>	Building communities
<b>Key Improvement Strategy 1</b>	Continue to enhance the school's inquiry approach with a focus on international mindedness and global citizenship
Actions	Develop an environment that is inclusive, responsive and respectful of Koorie people at every stage of their learning and development journey Develop teacher knowledge and capacity to plan and implement authentic inquiry to embed learner agency Develop and implement a systematic approach for students to set, monitor and reflect upon challenging learning goals
Evidence of impact	Students will: * participate in schools programs that respect and value Koorie cultures and identities * have an input into the curriculum and their learning * take responsibility for their learning  Teachers will: * plan curriculum to include Koorie perspectives * develop planning documents which will evidence an inquiry approach and support learner agency

	School Leaders will: * acknowledge the local traditional owners at public meetings * liaise regional KESO staff to support Koorie students * organise and facilitate professional learning to build staff capacity regarding an inquiry pedagogy & learner agency			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Introduce through staff professional development the Marrung Aboriginal Education Plan.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop a school Koorie Education Policy that aligns with the Marrung Aboriginal Education Plan	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop a school-based tracking system of students identifying as Koorie that reports on attendance and academic outcomes	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Facilitate school-based professional learning on authentic inquiry with a focus on learner agency	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Research a variety of (rubrics and assessment charts) tools for students and explicitly teach them to use these documents to assess their learning progress	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff to meet regularly to confer with students to discuss their progress and support them to set and monitor learning goals	Teacher(s)	<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



## Mount Eliza North Primary School (5140)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Building Teacher Capacity - Professional Learning Team will research different forms of Peer Observations including feedback and reflection and provide professional development for all staff	PLT Leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants  Challenging Learning	<input checked="" type="checkbox"/> On-site
Employ educational consultant Tracey Ezard to work with staff regarding creating a collaborative culture which will support teacher collaboration and collective efficacy	Assistant Principal	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> External consultants  Tracey Ezard	<input checked="" type="checkbox"/> On-site
Leadership Team to provide whole school data literacy professional learning	Leadership Team	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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide professional learning to all staff on the use of data to track and monitor student outcomes	Leadership Team	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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Leadership Team to provide school-based professional learning on the High Impact Teaching Strategies	School Leadership Team	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"/> Internal staff	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Peer observation including feedback and reflection			
Teachers audit their understanding and implement use of HITS through out the year	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
The PYP coordinator will provide professional learning regarding the enhanced PYP	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Introduce through staff professional development the Marrung Aboriginal Education Plan.	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Facilitate school-based professional learning on authentic inquiry with a focus on learner agency	PLT Leaders	from: Term 1 to: Term 4	<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"/> Internal staff	<input checked="" type="checkbox"/> Off-site  This day is currently being planned. we envisage taking staff on an excursion to explore

						authentic inquiry in action
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## Documents that support the plan

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

### Dimension 1

[FISO report MountElizaNorthPS.pdf \(0.57 MB\)](#)

### Self-evaluation Summary

[Mount Eliza North 2017 AIP end cycle.docx \(0.13 MB\)](#)

### 2018 Annual Implementation Plan

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