

2018 Annual Implementation Plan

for improving student outcomes

Boisdale Consolidated School (6207)



Submitted for review by David Keil (School Principal) on 24 January, 2018 at 03:10 PM

Endorsed by Craig Felstead (Senior Education Improvement Leader) on 25 January, 2018 at 03:23 PM

Endorsed by Kate Mirams (School Council President) on 04 May, 2018 at 02:19 PM

Self-evaluation Summary - 2018

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

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

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

Enter your reflective comments	<p>Although there are some significant growth areas particularly Grade 3-5 growth, there are some concerns with embedding the approach for spelling and writing so that there is a stronger trend upwards across all data at Grade 3 Grade 5 and Grade 7. Writing is also an area that requires further focus. The VCOP program has provided a whole school approach but the data indicates mechanical strength in writing rather than the craft of writing ie. authors voice. Numeracy and reading have shown growth but there is no doubt that oral language needs to be a continued focus to ensure that students comprehend numeracy concepts when reading and solving problems. Reading comprehension generally shows a trend upward and the school wants to continue the positive learning strategies used in 2017 so that this trending upward continues.</p> <p>The ATS, Staff and Parent survey results continue to be strong and although the community and student body have embraced the school values, student voice and ownership for the school space and the learning need to improve. The challenging learning focus will allow the school to further develop student voice through a program called " School pride" where students will own all aspects of the school in order to develop a strong sense of pride about their learning and learning spaces. This will also occur through the vehicle of student voice in learning where an inquiry based approach will be explored and student goal setting and feedback which was started in 2017 will be further developed.</p>
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Considerations for 2019	<p>The school self evaluation points to some need areas that will assist the school to achieve the targets set in the SSP. As highlighted above, growth in some areas has been pleasing and achieved goals and targets however, finetuning of our whole school approach to spelling through the vehicle of Synthetic Phonics and a shift towards teaching the craft of writing as well as the "mechanics" behind different genre will further assist with the targets . Using the approach of constant revisiting of numeracy concepts has been adopted by the school to ensure that the key concepts become embedded rather than just get visited once during the year. This is refelected in some aspects of the data but oral numeracy and the comprehension of mathetical questions and concepts still requires further development and focus. The use of Maths rockets to target goal setting for students has been a step in the right direction but the maths rockets can now form the basis for the regular inclusion of oral language for numeracy where student "talk the talk" and become involved in numeracy activities that require a stronger focus on verbalising their learning and the language needed for the concepts.</p> <p>The journey for Growth Mindset and Challenging Learning has been an exciting one with many initiatives establsied during 2017. This will need to be a constant focus for 2018 as developing student voice in learning and decsion making as well as refining feedback on all lvels will enahnce the motivation and engagement of students across all aspects of their learning and school life. It will also directly involve parents and the community in student learning through preview learning, feedback on goal setting and community input into the school pride initiative.</p>
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Boisdale Consolidated School (6207)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target Outline what you want achieve in the next 12 months against your Strategic Plan target.	FISO initiative
<ul style="list-style-type: none"> To improve the growth in student literacy and numeracy 	Improvement in student learning as measured by student	Yes	<ul style="list-style-type: none"> Increasing the percentage of students 	Building practice excellence

	<p>achievement in writing, spelling and mathematics by:</p> <ul style="list-style-type: none"> • Increasing the percentage of students achieving above expected level to 25% or more trending upwards over the plan. • 90% or more of students achieving at least 12 months learning growth as measured by 2 data sources. • Increase the percentage of students achieving high growth on NAPLAN relative growth assessments to 30%. 		<p>achieving above expected level to 20% or more trending upwards over the plan</p> <ul style="list-style-type: none"> • 90% or more of students achieving at least 12 months learning growth as measured by 2 data sources • Increase the percentage of students achieving high growth on NAPLAN relative growth assessments to 20% (Learning Gain for both Years 3-5 & Years 5-7) • Increased percentage of students in the top3 bands for NAPLAN for Years 3 & 5 • Students meeting specific ILP goals (28% of students have ILPS for working significant above or below expected standards in literacy/numeracy) 	
<p>To increase the number of students actively engaged in their learning by developing a positive climate for learning through clear expectations and consistency.</p>	<p>By 2018, as measured by the ATS (Attitude To School) Survey, the school be in the 3rd quartile for:</p> <ul style="list-style-type: none"> • Student Motivation • Learning Confidence • Stimulating learning 	<p>Yes</p>	<ul style="list-style-type: none"> • Student Motivation • Learning Confidence • Stimulating learning effectiveness • Teacher effectiveness 	<p>Empowering students and building school pride</p>

	<ul style="list-style-type: none"> • Teacher effectiveness 		will show results to be in the 4th quartile	
Grow and sustain a supportive school culture that fosters relationships with students, parents and the community.	<p>To improve student well-being</p> <ul style="list-style-type: none"> • The ATS survey variables of classroom behaviour and student safety to be in 3rd quartile, trending upwards over the plan. • The Parent Opinion Survey (POS) variables of classroom behaviour, student safety to be in 3rd quartile trending upwards over the plan. 	Yes	That the variables of classroom behaviour and student safety be in the 4th quartile for both ATS and Parent Opinion survey	Setting expectations and promoting inclusion

Improvement Initiatives Rationale
<p>NAPLAN data for 3-5 growth shows some pleasing growth in reading and to a lesser extent, numeracy. 5 year trend data also supports an improvement for reading. This is however, not the case for 5-7 data and 5 year trend for Grade 3 NAPLAN results in reading, writing, spelling and numeracy. Late 2016 and 2017 saw a focussed effort in professional development around reading comprehension strategies which included accuracy of benchmarking and PROBE testing as well as targeted teaching strategies for reading. Although oral language strategies have continued to be a focus for writing, the same growth is not apparent and the spelling results also raise some concerns because of a trending down in the 5year data. A similar approach to reading will be adopted for writing and spelling to begin the reversal of this trend. Although ATS survey data indicates high motivation and engagement for students, well being data from SENTRAL indicates some cause for concern over classroom behaviour, student safety and learning confidence. The school embarked on a journey towards Growth Mindset and Challenging Learning throughout 2017 but this is far</p>

from embedded and it has not yet impacted on the student ethos and mindset around learning. Giving “student voice” in learning and in the decision making process is a major shift for the school and will require a strong focus in 2018. This should positively impact learning confidence and classroom behaviour because of high motivation, a say in their learning and a greater learning confidence. This will have a "flow on" effect to community engagement in student learning as an inquiry based approach, talk home learning, pre-view learning and feedback will strongly impact the engagement of families in student learning.

Goal 1	<ul style="list-style-type: none"> To improve the growth in student literacy and numeracy
12 month target 1.1	<ul style="list-style-type: none"> Increasing the percentage of students achieving above expected level to 20% or more trending upwards over the plan 90% or more of students achieving at least 12 months learning growth as measured by 2 data sources Increase the percentage of students achieving high growth on NAPLAN relative growth assessments to 20% (Learning Gain for both Years 3-5 & Years 5-7) Increased percentage of students in the top3 bands for NAPLAN for Years 3 & 5 Students meeting specific ILP goals (28% of students have ILPS for working significant above or below expected standards in literacy/numeracy)
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	To improve the growth in student literacy and numeracy across the school: Writing and spelling 1. Implement the use of oral language strategies to improve writing across all genres through the use of VCOP strategies and other relevant resources.
KIS 2	2. Develop an understanding of the VIC Curriculum learning capabilities
KIS 3	3. Engage with the Area Reading Strategy with a focus on improving pedagogy in each classroom

Goal 2	To increase the number of students actively engaged in their learning by developing a positive climate for learning through clear expectations and consistency.
12 month target 2.1	<ul style="list-style-type: none"> Student Motivation Learning Confidence Stimulating learning

	<ul style="list-style-type: none"> Teacher effectiveness will show results to be in the 4th quartile
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	<ol style="list-style-type: none"> Through the use of the Vic Curric capabilities, develop student voice in a range of curriculum areas. Through the use of planning documents, ensure that student/student, Teacher /student and Teacher /teacher feedback is reflected in writing and numeracy.

Goal 3	Grow and sustain a supportive school culture that fosters relationships with students, parents and the community.
12 month target 3.1	That the variables of classroom behaviour and student safety be in the 4th quartile for both ATS and Parent Opinion survey
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategies	
KIS 1	<ol style="list-style-type: none"> The student well-being team will ensure a consistent whole school approach to student engagement and classroom management. Team leaders and Principal will develop a plan to ensure the school community are informed and involved in student learning and whole school practices.

Define Evidence of Impact and Activities and Milestones - 2018

Boisdale Consolidated School (6207)

Goal 1	<ul style="list-style-type: none"> To improve the growth in student literacy and numeracy
12 month target 1.1	<ul style="list-style-type: none"> Increasing the percentage of students achieving above expected level to 20% or more trending upwards over the plan 90% or more of students achieving at least 12 months learning growth as measured by 2 data sources

	<ul style="list-style-type: none"> • Increase the percentage of students achieving high growth on NAPLAN relative growth assessments to 20% (Learning Gain for both Years 3-5 & Years 5-7) • Increased percentage of students in the top3 bands for NAPLAN for Years 3 & 5 • Students meeting specific ILP goals (28% of students have ILPS for working significant above or below expected standards in literacy/numeracy)
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	<p>To improve the growth in student literacy and numeracy across the school:</p> <p>Writing and spelling</p> <ol style="list-style-type: none"> 1. Implement the use of oral language strategies to improve writing across all genres through the use of VCOP strategies and other relevant resources.
Actions	<p>Using the following inquiry based research questions</p> <ol style="list-style-type: none"> 1. "What are our students NOT doing to achieve high growth in writing and spelling?" 2. "Why aren't the current reading strategies achieving growth for all students?" 3. "Why doesn't all our numeracy data reflect the same trend as our Grade 3-5 reading data" <p>we will develop an understanding of the teaching strategies required to ensure growth for all students by building teacher capacity specifically in the use of guided reading, synthetic phonics and oral language for numeracy.</p>
Evidence of impact	<p>Students will:</p> <ol style="list-style-type: none"> 1. Understand what authors voice is in a variety of different genre by applying authors voice to a variety of text types 2. Incorporate the V.C.O.P strategies and authors voice to compliment the writing style 3. Use synthetic phonics foundation - 2 in conjunction with a THRASS approach to improve spelling choices 4. Develop a range of spelling strategies for Grade 3- 6 to develop an ability to use more complex spelling choices when writing and editing. 5. Develop an understanding of the use of guided/reciprocal reading strategies to better use comprehension strategies 6. Apply an understanding of numeracy vocabulary when solving word problems <p>Teacher will:</p> <ol style="list-style-type: none"> 1. Develop an understanding of HITS for spelling, reading, writing and numeracy which will build the capacity of tall teachers across all curriculum areas 2. Analyse data to provide a clear picture of what our students need to do to spell an increasing range of words at their level 3. Develop an understanding of what authors voice is and how this can be developed for student writing with different entry points. 4. Establish a process of incorporating oral language into at least 2 sessions of numeracy per week. <p>Leaders will:</p> <ol style="list-style-type: none"> 1. Plan for professional development activities that specifically target synthetic phonics, authors voice and guided reading

	<p>2. Facilitate the use of planning documents to include oral language activities specifically for numeracy.</p> <p>3. Develop and build teacher capacity in the teaching of the use of authors voice in writing.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Provide professional learning opportunities in synthetic phonics and guided/reciprocal reading that will form the basis for the development of a whole school approach to explicit teaching strategies for reading in line with the Network initiative.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop a whole school understanding of how spelling will be taught combining the use of a THRASS based model and synthetic phonics at the Foundation - 2 level and further refining this approach for older students.	Team Leader(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Lead a whole school audit of HITS (High Impact Teaching Strategies) and incorporate these into the teaching and learning plan and termly planning documents.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Lead the development of a whole school approach to planning and incorporating oral language as part of the weekly numeracy program through an analysis of the numeracy rockets, which form the basis for learning goals within numeracy topic areas.	All Staff	<input type="checkbox"/> No	from: Term 2 to: Term 3	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop a whole school approach to the teaching of authors voice as part of the writing process in conjunction with the V.C.O.P program. Refine strategies for the explicit teaching of these skills foundation to grade 6.	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Use a research based strategy to identify student learning needs for an aspect of writing and develop a whole school approach through the use of PLC process which incorporates a Common Assessment Task, explicit teaching strategies and data wall.	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	<ul style="list-style-type: none"> To improve the growth in student literacy and numeracy 			
12 month target 1.1	<ul style="list-style-type: none"> Increasing the percentage of students achieving above expected level to 20% or more trending upwards over the plan 90% or more of students achieving at least 12 months learning growth as measured by 2 data sources Increase the percentage of students achieving high growth on NAPLAN relative growth assessments to 20% (Learning Gain for both Years 3-5 & Years 5-7) Increased percentage of students in the top3 bands for NAPLAN for Years 3 & 5 Students meeting specific ILP goals (28% of students have ILPS for working significant above or below expected standards in literacy/numeracy) 			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 2	2. Develop an understanding of the VIC Curriculum learning capabilities			
Actions	THRASS/WELLIGTON NETWORK PHONETICS PROJECT 2018 AREA READING PRIORITY STRATEGIES APPOINTMENT OF T & L COACH (EFT 0.4) APPONTMENT OF LITERACY SUPPORT FOR FOUNDATION			
Evidence of impact	Building capacity of teaching staff for key literacy strategies that are state, region and network led Higher results are Year 3 NAPLAN for literacy and numeracy Continued strong growth between Years 3-5 More consistent growth between years 5 & 7			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
See SSP for NAPLAN targets	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	<ul style="list-style-type: none"> To improve the growth in student literacy and numeracy 			
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12 month target 1.1	<ul style="list-style-type: none"> Increasing the percentage of students achieving above expected level to 20% or more trending upwards over the plan 90% or more of students achieving at least 12 months learning growth as measured by 2 data sources Increase the percentage of students achieving high growth on NAPLAN relative growth assessments to 20% (Learning Gain for both Years 3-5 & Years 5-7) Increased percentage of students in the top3 bands for NAPLAN for Years 3 & 5 Students meeting specific ILP goals (28% of students have ILPS for working significant above or below expected standards in literacy/numeracy) 			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 3	3. Engage with the Area Reading Strategy with a focus on improving pedagogy in each classroom			
Actions	Principal and Literacy Leader to engage with the Area Reading Strategy with a focus on improving pedagogy in each classroom Appoint a Literacy Leader within the school to undertake professional development and network with other schools Literacy Leader to focus on supporting staff to have a consistent approach to teaching reading			
Evidence of impact	Students will be exposed to high quality evidence-based teaching practices in reading across the school. Teaching staff will engage in professional learning and expand their knowledge and understanding of contemporary reading approaches. Literacy Leader and principal will be engaged in Area/Network engaged in best practice reading strategies. Continued improvement in Relative Growth (Year 3 - Year 5) in Reading and increase the percentage of students in the top 2 bands in years 3 and 5 (NAPLAN).			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Principal & Literacy Leader to engage with Area Reading strategy (Kaey Cobbin) and throughout Network Meetings Literacy Leader to focus on the HITS whilst delivering Professional Development at school. Literacy Leaders to work with Network Master of Literacy teachers. Work with other schools on reading practices that are effective	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$7,500.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	To increase the number of students actively engaged in their learning by developing a positive climate for learning through clear expectations and consistency.
12 month target 2.1	<ul style="list-style-type: none"> • Student Motivation • Learning Confidence • Stimulating learning • Teacher effectiveness will show results to be in the 4th quartile
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	<ol style="list-style-type: none"> 1. Through the use of the Vic Curric capabilities, develop student voice in a range of curriculum areas. 2. Through the use of planning documents, ensure that student/student, Teacher /student and Teacher /teacher feedback is reflected in writing and numeracy.
Actions	Using the following inquiry based research questions "How can we ensure that being a lifelong learner will impact student well being?" we will develop a range of strategies to fully incorporate student voice and feedback into all aspects of student learning and experience at Boisdale to maximise the use of .
Evidence of impact	Students will: <ol style="list-style-type: none"> 1. Understand what it means to have a voice in their learning through an inquiry based approach 2. Respect the process of feedback and become reflective learners 3. Be able to articulate the reasons and benefits of attendance at school Teachers will: <ol style="list-style-type: none"> 1. Refine the process of feedback to ensure models that work for regular learning conferences 2. Undergo a process of peer feedback through the use of observations and the teaching learning coach in order to build teacher capacity across a range of growth mindset and challenging learning initiatives. 3. Model and develop growth mindset language in order to develop life long learners who are reflective and responsive to the development of their learning 4. Begin the development of an inquiry based approach to unit learning to ensure that students have a voice in their learning Leaders will: <ol style="list-style-type: none"> 1. Refine documentation to clearly identify the processes of feedback student to student, student to teacher and teacher to teacher 2. Ensure whole school compliance of the Growth Mindset/ Challenging Learning initiative

	3. Support the development of an inquiry based approach to integrated learning. 4. Provide teaching and learning coaching as part of the feedback and mentoring process.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
The meeting schedule will identify how and when learning conferences, feedback and goal setting will occur. Feedback student to teacher will be planned for at least twice during term 1 for literacy and numeracy..A teaching and learning coach will provide the platform for teacher to teacher feedback as well as mentoring for graduates and coaching of mentors.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
An audit of challenging learning/growth mindset initiatives established in 2017 will be reviewed and growth areas identified particularly with feedback and language used in the classroom.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Two representatives will attend Network PD on growth mindset/ challenging learning and feedback to staff on a regular basis.	Sub School Leader/s	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
An inquiry based approach to unit learning using a model of immersion and then inquiry will be developed through the integrated learning planner.	PLT Leaders	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used

Goal 3	Grow and sustain a supportive school culture that fosters relationships with students, parents and the community.
12 month target 3.1	That the variables of classroom behaviour and student safety be in the 4th quartile for both ATS and Parent Opinion survey
FISO Initiative	Setting expectations and promoting inclusion

Key Improvement Strategy 1	1. The student well-being team will ensure a consistent whole school approach to student engagement and classroom management. 2. Team leaders and Principal will develop a plan to ensure the school community are informed and involved in student learning and whole school practices.			
Actions	"How can we develop a sustainable approach for ensuring maximum attendance for all students?" "What features of our school identify us as inclusive for all?"			
Evidence of impact	The students will: 1. Contribute to the decision making process of the school through the vehicle of "School Pride" 2. Be able to recognise visible evidence of being an inclusive school and be fully involved in a broad based curriculum that teaches respect and inclusiveness for all peoples of Australia. 3. Understand the impact that student voice has on their learning and the decision making process within the school. The teachers will: 1. Construct a partnership with students and the community to further develop the initiative of " School Pride" as a priority. 2.. Identify and construct the physical and philosophical changes needed to take place to ensure inclusiveness for all 3. Implement comprehensive planning documents that ensure inclusiveness for Australians is taught across every level. The leaders will: 1. Refine processes that allow for student involvement in the decision making process of the school 2. Begin a process for the development of the initiative of "School Pride" using student voice as a driving force this 3. Lead the development of inclusiveness as part of the school climate and culture. 4. Refine the process for monitoring and addressing attendance for all students.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Junior School Council will develop a plan for the " School Pride" program. The student body and school community will be regularly questioned as part of the decision making process and informed about the "School Pride" initiative through the newsletter and media.	Sub School Leader/s	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
An audit will be conducted to ensure that the school climate and culture foster attendance and inclusiveness for all. Physical and philosophical changes will be implemented to drive a school climate and culture that fosters inclusiveness and attendance.	Leadership Team	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used

The concept of student voice as an element of student learning and in the decision making process will be developed and understood by students and the community.	All Staff	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
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Professional Learning and Development Plan - 2018

Boisdale Consolidated School (6207)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Provide professional learning opportunities in synthetic phonics and guided/reciprocal reading that will form the basis for the development of a whole school approach to explicit teaching strategies for reading in line with the Network initiative.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Develop a whole school understanding of how spelling will be taught combining the use of a THRASS based model and synthetic phonics at the Foundation - 2 level and further refining this approach for older students.	Team Leader(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants network Speech Pathologists (Myf & Bernie)	<input checked="" type="checkbox"/> Off-site Combination of network services & THRASS PD
Lead a whole school audit of HITS (High Impact Teaching Strategies) and incorporate	Learning Specialist(s)	from: Term 2 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"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site Master

these into the teaching and learning plan and termly planning documents.			<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants EIL or Master Literacy Coach	Literacy coach
Develop a whole school approach to the teaching of authors voice as part of the writing process in conjunction with the V.C.O.P program. Refine strategies for the explicit teaching of these skills foundation to grade 6.	PLT Leaders	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Andrell Education	<input checked="" type="checkbox"/> Off-site Andrell educators
Use a research based strategy to identify student learning needs for an aspect of writing and develop a whole school approach through the use of PLC process which incorporates a Common Assessment Task, explicit teaching strategies and data wall.	PLT Leaders	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Principal & Literacy Leader to engage with Area Reading strategy (Kaey Cobbin) and throughout Network Meetings Literacy Leader to focus on the HITS whilst delivering Professional Development at school. Literacy Leaders to work with	Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site Area meetings

Network Master of Literacy teachers. Work with other schools on reading practices that are effective					<input checked="" type="checkbox"/> Literacy Leaders	
The meeting schedule will identify how and when learning conferences, feedback and goal setting will occur. Feedback student to teacher will be planned for at least twice during term 1 for literacy and numeracy..A teaching and learning coach will provide the platform for teacher to teacher feedback as well as mentoring for graduates and coaching of mentors.	All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants George Telford Challenging Learning	<input checked="" type="checkbox"/> Off-site Network Initiative meetings with george Telford as a guest speaker
An audit of challenging learning/growth mindset initiatives established in 2017 will be reviewed and growth areas identified particularly with feedback and language used in the classroom.	All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants George Telford	<input checked="" type="checkbox"/> On-site
Two representatives will attend Network PD on growth mindset/ challenging learning and feedback to staff on a regular basis.	Sub School Leader/s	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> External consultants George Telford	<input checked="" type="checkbox"/> Off-site network meetings Twice per term

Documents that support the plan

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

2018 Annual Implementation Plan

[BCS Engagement and Wellbeing Policy 2015 Final Draft.pdf \(0.78 MB\)](#)

[BCS 2016 2019NOV.docx \(0.21 MB\)](#)

[End Cycle Review Section 2.docx \(0.03 MB\)](#)

[End cycle Section 1 Review.docx \(0.04 MB\)](#)

[End Cycl review doc for section 3.docx \(0.05 MB\)](#)

[T L Plan Boisdale Consolidated School 2017.pdf \(0.8 MB\)](#)