

2018 Annual Implementation Plan

for improving student outcomes



Auburn South Primary School (4183)



Submitted for review by Marcus Wicher (School Principal) on 22 February, 2018 at 09:04 AM
Endorsed by Irene Harding (Senior Education Improvement Leader) on 22 February, 2018 at 10:42 AM
Endorsed by Mark Emney (School Council President) on 03 March, 2018 at 08:09 PM

Self-evaluation Summary - 2018

Auburn South Primary School (4183)

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

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

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

Enter your reflective comments	<p>Strengths</p> <ul style="list-style-type: none"> * School has developed and collaborative culture that is built on trust and respect * School has developed as a learning community whereby graduate teachers and new staff are supported and * The school is immersed in the process of embedding consistent approaches to teaching and learning. * Teachers use assessment to drive teaching and learning <p>Future Growth</p> <p>Development of instructional model and practice consistency that also promotes:</p> <ul style="list-style-type: none"> - International Mindedness - Learner Agency - Inquiry - Positive Education (wellbeing)
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Considerations for 2018	Conservative NAPLAN growth targets are reflective of the changes in the test format with expectations being that high growth will be harder for schools to achieve. 2018 NAPLAN data will be used as a baseline to set more realistic targets in 2019 and beyond. Build collective a shared understanding of strategic pillars (Inquiry, Agency, International Mindedness and Positive Education) and how these will be used to drive improvements in learning, wellbeing and engagement outcomes.
Documents that support this plan	2017 School Review Report 2018-22 School Strategic Plan

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Auburn South Primary School (4183)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To improve student learning outcomes across all areas of the curriculum.	Student Growth Every student at Auburn South PS to achieve at least twelve months growth annually in Reading, Writing Spelling and Number. As measured by assessments such as: NAPLAN, Victorian Curriculum (teacher judgement), On-Demand (Reading & Maths), PAT (Maths & Reading), Running Records (reading) Assessment for Common Misunderstandings (Maths), Words Their Way (Spelling) and the Scaffolding Numeracy in the Middle Years assessment.	Yes	Outline what you want achieve in the next 12 months against your Strategic Plan target. At least 30% of students achieving 'high growth' across all domains with NAPLAN. No more than 20% of students will achieve 'low growth' across all domains of NAPLAN. ** This is conservative based on the changes to	Building practice excellence

Victorian Curriculum (A-E)
Ensure greater alignment between teacher judgements and standardised testing.

Increase the percentage of students achieving above the age expected level (English & Mathematics)

English: Teacher Judgements (P-6)

	% of student above age expected level (Sem 1, 2017)	2021 Targets
Reading and Viewing	55.4%	65%
Speaking & Listening	46.6%	60%
Writing	45.2%	60%

Mathematics: Teacher Judgements (P-6)

	% of student above age expected level (Sem 1, 2017)	2021 Targets
Measurement & Geometry	34.9%	60%
Number & Algebra	42.4%	60%
Statistics & Probability	42.8%	60%

NAPLAN
Increase the percentage of students achieving High Growth in NAPLAN Reading, Writing, Spelling & Numeracy (Years 3-5 & Years 5-7).

NAPLAN changing to an 'adaptive' format.

Teacher Judgement Data
Reading and Viewing: 60% above expected level
Speaking and Listening: 50% above the expected level
Writing: 50% above the expected level
Measurement & Geometry: 40% above the expected level
Number & Algebra: 50% above the expected level
Statistics and Probability: 50% above the expected level

**Identify and target students that, in 2017, did not achieve 12 months growth.

Staff Opinion Survey
Feedback: 75% Positive responses
Shielding & Buffering: 75% Positive responses

School developed student survey that captures the questions from the SATS survey that relate to student voice and agency (given at the start and end

DOMAIN	Percentage of students achieving High Growth YR 3-5	
	2015-2017	2021
Reading	31.5%	40%
Writing	31.25%	40%
Spelling	32.5%	40%
Numeracy	30%	40%

Staff Opinion Survey

	% of positive responses 2017	2021 Targets
Trust in Colleagues	71.3%	at least 85%
Trust in Students and Parents	78.4%	at least 85%
Shielding / Buffering	55%	80%
Academic Emphasis	71%	85%
Guaranteed & Viable Curriculum	72.6%	at least 85%
Teacher Collaboration	76.5%	85%
Feedback	46.7%	80%
Staff Collective Responsibility	80%	90%

Attitudes to School Survey

	% of positive responses 2017	2021 Targets
Stimulating Learning	88%	90%
Student Voice and Agency	76%	85%
Differentiated Learning Challenge	87%	90%

of the year).

School developed survey that measures staff collective understanding, ownership and implementation of improvement and strategic initiatives.

	<table border="1"> <tr> <td>Learning Confidence</td> <td>84%</td> <td>90%</td> </tr> </table>	Learning Confidence	84%	90%																																							
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<p>To improve student wellbeing and engagement in the development of an inclusive and empowering learning environment.</p>	<p>Attitudes to School Survey</p> <table border="1"> <thead> <tr> <th></th> <th>% of positive responses 2017</th> <th>2021 Targets</th> </tr> </thead> <tbody> <tr> <td>Learning Confidence</td> <td>84%</td> <td>at least 85%</td> </tr> <tr> <td>Resilience</td> <td>82%</td> <td>at least 85%</td> </tr> <tr> <td>Motivation & Interest</td> <td>91%</td> <td>at least 85%</td> </tr> <tr> <td>Student Voice & Agency</td> <td>76%</td> <td>at least 85%</td> </tr> <tr> <td>Self-regulation & Goal Setting</td> <td>87%</td> <td>at least 85%</td> </tr> </tbody> </table> <p><i>** Tools such as the Student Wellbeing Profiler will also be used to inform progress.</i></p> <p>Staff Opinion Survey</p> <table border="1"> <thead> <tr> <th></th> <th>% of positive responses 2017</th> <th>2021 Targets</th> </tr> </thead> <tbody> <tr> <td>Trust in Colleagues</td> <td>71.3%</td> <td>85%</td> </tr> <tr> <td>Trust in students and parents</td> <td>78.4%</td> <td>85%</td> </tr> <tr> <td>Staff Collective Responsibility</td> <td>80%</td> <td>85%</td> </tr> <tr> <td>Build Resilience and a Resilient, Supportive Environment</td> <td>57.1%</td> <td>85%</td> </tr> </tbody> </table> <p>Parent Opinion Survey</p> <table border="1"> <thead> <tr> <th></th> <th>% of positive responses 2017</th> <th>2021 Targets</th> </tr> </thead> <tbody> <tr> <td>General Satisfaction</td> <td>73%</td> <td>80%</td> </tr> </tbody> </table>		% of positive responses 2017	2021 Targets	Learning Confidence	84%	at least 85%	Resilience	82%	at least 85%	Motivation & Interest	91%	at least 85%	Student Voice & Agency	76%	at least 85%	Self-regulation & Goal Setting	87%	at least 85%		% of positive responses 2017	2021 Targets	Trust in Colleagues	71.3%	85%	Trust in students and parents	78.4%	85%	Staff Collective Responsibility	80%	85%	Build Resilience and a Resilient, Supportive Environment	57.1%	85%		% of positive responses 2017	2021 Targets	General Satisfaction	73%	80%	<p>Yes</p>	<p>Student Attitudes to School Student Voice & Agency: 80% Positive Responses Resilience: 85% Positive Responses</p> <p>Staff Opinion Survey Trust in Colleagues: 80% Positive Responses Build Resilience and a Resilient, Supportive Environment: 70% Positive Responses</p> <p>Parent Opinion Survey Student Agency & Voice: 80% positive responses</p>	<p>Health and wellbeing</p>
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	<p>** Surveys and other feedback tools to inform progress. A successful PYP evaluation report.</p>																											

Improvement Initiatives Rationale
<p>Our school's intent is to fulfil our vision and improve student learning outcomes across all areas of the curriculum while promoting positive health, inclusivity and empowerment for all students and staff.</p> <p>This intent aligns to our core belief that as a school we have a responsibility to educate the whole child; academic, physical, social and emotional. It is necessary to prepare every student to successfully navigate pathways in a global as well as a local community.</p> <p>To do this, students need to be skilled in collaboration, creative problem-solving and have strong oral and written communication skills.</p> <p>To achieve this, we will focus on the following four pillars:</p> <ul style="list-style-type: none"> - Learner Agency - Inquiry Learning - International Mindedness - Positive Education

While growth and achievement data is well above state and national means, it is important to ensure that the focus on learning programs, professional learning for teachers and processes for teaching and learning, continue develop and thrive. A focus on the development and implementation of a consistent 'Auburn South Instructional Model' that incorporates evidence based High Impact Teaching Strategies, combined with a strong focus on student wellbeing and the effective use of data, will help to ensure that student achievement and growth outcomes continue to improve.

Goal 1	To improve student learning outcomes across all areas of the curriculum.
12 month target 1.1	<p>At least 30% of students achieving 'high growth' across all domains with NAPLAN.</p> <p>No more than 20% of students will achieve 'low growth' across all domains of NAPLAN.</p> <p>** This is conservative based on the changes to NAPLAN changing to an 'adaptive' format.</p> <p>Teacher Judgement Data Reading and Viewing: 60% above expected level Speaking and Listening: 50% above the expected level Writing: 50% above the expected level Measurement & Geometry: 40% above the expected level Number & Algebra: 50% above the expected level Statistics and Probability: 50% above the expected level</p> <p>**Identify and target students that, in 2017, did not achieve 12 months growth.</p> <p>Staff Opinion Survey Feedback: 75% Positive responses Shielding & Buffering: 75% Positive responses</p> <p>School developed student survey that captures the questions from the SATS survey that relate to student voice and agency (given at the start and end of the year).</p> <p>School developed survey that measures staff collective understanding, ownership and implementation of improvement and strategic initiatives.</p>
FISO Initiative	Building practice excellence

Key Improvement Strategies	
KIS 1	Establish a common understanding and ownership of agency, positive education, international mindedness and inquiry.
KIS 2	Develop a consistent 'Auburn South' instructional model that meets all students' point of need.
KIS 3	Develop effective systems and procedures for the collection and use of whole school, class and student level data.

Goal 2	To improve student wellbeing and engagement in the development of an inclusive and empowering learning environment.
12 month target 2.1	<p>Student Attitudes to School Student Voice & Agency: 80% Positive Responses Resilience: 85% Positive Responses</p> <p>Staff Opinion Survey Trust in Colleagues: 80% Positive Responses Build Resilience and a Resilient, Supportive Environment: 70% Positive Responses</p> <p>Parent Opinion Survey Student Agency & Voice: 80% positive responses</p>
FISO Initiative	Health and wellbeing
Key Improvement Strategies	
KIS 1	Establish an ASPSP Positive Education framework that supports a consistent and inclusive approach to improving wellbeing.
KIS 2	Evaluate and develop communication processes that strengthen community engagement and learning partnerships.

Define Evidence of Impact and Activities and Milestones - 2018

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FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Establish a common understanding and ownership of agency, positive education, international mindedness and inquiry.

Actions	1.) Leadership Team to develop a clear Professional Learning Plan that will engage staff 2.) Run Professional Learning sessions to develop staff definitions of each of the school's strategic pillars: Inquiry, Agency, International Mindedness & Positive Education 3.) Develop clear indicators of what each pillar will look like across all classrooms 4.) Share with and inform our community through parent workshops and other modes of communication.			
Evidence of impact	1.) Documented definitions and indicators 2.) Consistent language used by teachers with colleagues and students 3.) Anecdotal evidence of changes in teacher practice in terms of planning and the classroom. 4.) Anecdotal evidence of community engagement in school strategic intent.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Staff professional learning sessions to define pillars and identify indicators of practice	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Cross year level sharing and reflection regarding practical implementation of pillars.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Providing opportunities for staff to reflect on practice against the pillars and set short-term goals.	All Staff	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Parent workshops and communications to engage community in school's strategic intent.	School Leadership Team	<input type="checkbox"/> No	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
2 Day Staff Workshop on Agency and Action (Tania Lattanzio)	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 3	\$6,000.00 <input type="checkbox"/> Equity funding will be used

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FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Develop a consistent 'Auburn South' instructional model that meets all students' point of need.
Actions	<ol style="list-style-type: none"> 1.) Leadership Team to develop a clear Professional Learning Plan that will engage staff. 2.) Work with and support teams to implement writing instructional model. 3.) Develop with whole staff a broad instructional model (incorporating aspects of the High Impact Teaching Strategies (HITS)) that can be applied across all subject areas. 4.) Teachers to trial instructional model across writing and a chosen discipline area.

Evidence of impact	Documented and agreed professional learning plan Documented and agreed 'Auburn South' Instructional Model Documented instructional model that is reflective of the High Impact Teaching Strategies (HITS) Evidence of teachers implementing instructional model in classrooms within chosen discipline area. Staff using the language of HITS within planning and classroom practice			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Professional learning sessions to develop and agree the school's instructional model (incorporating HITS). Staff ownership is critical.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional learning sessions to examine the connections between the school's strategic pillars and agreed instructional model.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional learning sessions for staff to implement instructional model within chosen discipline/learning area.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional Development for all new staff across key learning areas: Literacy (writing, word study, reading), Mathematics and Positive Education	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$3,500.00 <input type="checkbox"/> Equity funding will be used
Staff released from class to complete peer observations and to engage in feedback conversations. Observations to be made based on agreed actions that relate to implementation of pillars.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To improve student learning outcomes across all areas of the curriculum.
12 month target 1.1	At least 30% of students achieving 'high growth' across all domains with NAPLAN.

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FISO Initiative	Building practice excellence
Key Improvement Strategy 3	Develop effective systems and procedures for the collection and use of whole school, class and student level data.
Actions	<ol style="list-style-type: none"> 1.) Learning Specialist to work with Leadership Team to develop effective systems for data collection and use. 2.) Work with team leaders to evaluate effectiveness of current assessment tools. 3.) Work with and learn from other schools that are high performing in terms of the effective use of data. 4.) Update school's assessment and reporting policy 5.) Ongoing leadership development via Bastow (current enrolment in Assessment and Data Literacy course)
Evidence of impact	<p>Documented systems for data collection, analysis and use.</p> <p>Evidence of reflection and action resulting from professional learning</p> <p>Reviewed and updated assessment policy</p>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Enrolment of Leading Teacher & Learning Specialist in Assessment & Data Literacy course.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$900.00 <input type="checkbox"/> Equity funding will be used
Team leadership meetings dedicated to the review and evaluation of current assessment tools	Team Leader(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Review and update school's Assessment Policy	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Assessment and data learning specialist to work collaboratively with other schools to ensure best practice (Balwyn and Canterbury PS)	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To improve student wellbeing and engagement in the development of an inclusive and empowering learning environment.
12 month target 2.1	<p>Student Attitudes to School Student Voice & Agency: 80% Positive Responses Resilience: 85% Positive Responses</p> <p>Staff Opinion Survey Trust in Colleagues: 80% Positive Responses Build Resilience and a Resilient, Supportive Environment: 70% Positive Responses</p> <p>Parent Opinion Survey Student Agency & Voice: 80% positive responses</p>
FISO Initiative	Health and wellbeing

Key Improvement Strategy 1	Establish an ASPSP Positive Education framework that supports a consistent and inclusive approach to improving wellbeing.
Actions	1.) Re-establish Positive Education Working Party 2.) Drawing on work from 2017 and previous years, develop an ASPSP Positive Education Framework that includes indicators of agreed practice and approaches 3.) Review all Student Engagement and Wellbeing Policies
Evidence of impact	Documented and agreed Positive Education definition and framework Clarity relating to agreed practices and approaches within positive education

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Positive Education Working Party meetings to develop and complete documentation related to the agreed framework and practice that is related to Positive Education	Wellbeing Team	<input type="checkbox"/> No	from: Term 2 to: Term 3	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Whole Staff professional learning sessions to consult, redevelop and finalise the school's Positive Education framework, agreed approaches and wellbeing policies.	Wellbeing Team	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Review and update school's Student Wellbeing and Engagement policies	Wellbeing Team	<input type="checkbox"/> No	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To improve student wellbeing and engagement in the development of an inclusive and empowering learning environment.
12 month target 2.1	Student Attitudes to School Student Voice & Agency: 80% Positive Responses Resilience: 85% Positive Responses Staff Opinion Survey Trust in Colleagues: 80% Positive Responses

	Build Resilience and a Resilient, Supportive Environment: 70% Positive Responses Parent Opinion Survey Student Agency & Voice: 80% positive responses			
FISO Initiative	Health and wellbeing			
Key Improvement Strategy 2	Evaluate and develop communication processes that strengthen community engagement and learning partnerships.			
Actions	1.) Survey and forums to establish what an effective communication strategy looks like at Auburn South Primary School. 2.) Develop processes and strategy that considers community / stakeholder feedback (i.e. Appreciative Inquiry Summit exploring, "Highly Effective Communication at ASPs.") 3.) Implement Sentral learner management system 4.) Trial 'Seesaw' online learning portfolio platform			
Evidence of impact	Response from community regarding effective communication at ASPs Parents effectively using and engaging with Sentral and Seesaw Improved parent responses to POS regarding communication, general satisfaction and reporting			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Develop and share community survey regarding parent engagement and communication.	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop communication and engagement plan that is responsive to community feedback.	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Presentation from Sentral to school's leadership team. Conference consultation with Seesaw (US). Subsequent purchase agreements established.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$10,000.00 <input type="checkbox"/> Equity funding will be used

Purchase of technology to support the effective implementation of Seesaw (3-year lease)	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$6,500.00 <input type="checkbox"/> Equity funding will be used
Parent Workshops for effective use of new platforms (Sentral & Seesaw)	School Leadership Team	<input type="checkbox"/> No	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Auburn South Primary School (4183)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Staff professional learning sessions to define pillars and identify indicators of practice	School Leadership Team	from: Term 1 to: Term 2	<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
Cross year level sharing and reflection regarding practical implementation of pillars.	All Staff	from: Term 2 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"/> 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
2 Day Staff Workshop on Agency and Action (Tania Lattanzio)	All Staff	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Tania Lattanzio	<input checked="" type="checkbox"/> On-site

Professional learning sessions to develop and agree the school's instructional model (incorporating HITS). Staff ownership is critical.	Leading Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<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"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Professional learning sessions to examine the connections between the school's strategic pillars and agreed instructional model.	All Staff	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<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
Professional learning sessions for staff to implement instructional model within chosen discipline/learning area.	All Staff	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Professional Development for all new staff across key learning areas: Literacy (writing, word study, reading), Mathematics and Positive Education	Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Staff released from class to complete peer observations and to engage in feedback conversations. Observations to made based on agreed actions that relate to implementation of pillars.	All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Enrolment of Leading Teacher & Learning Specialist in Assessment & Data Literacy course.	Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow Institute of Educational Leadership
Team leadership meetings dedicated to the review and evaluation of current assessment tools	Team Leader(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<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
Assessment and data learning specialist to work collaboratively with other schools to ensure best practice (Balwyn and Canterbury PS)	Learning Specialist(s)	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"/> Communities of Practice	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site Balwyn PS & Canterbury PS
Whole Staff professional learning sessions to consult, redevelop and finalise the school's Positive Education framework, agreed approaches and wellbeing policies.	Wellbeing Team	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Documents that support the plan

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

2018 Annual Implementation Plan

[AUBURN SOUTH PS Review FINAL REPORT.pdf \(1.4 MB\)](#)

[Auburn South PS School Strategic Plan 2018-22.docx \(0.13 MB\)](#)

[Auburn South PS School Strategic Plan 2018-22.pdf \(0.78 MB\)](#)

