

2018 Annual Implementation Plan

for improving student outcomes

Heatherhill Primary School (4802)



Submitted for review by Mary Verwey (School Principal) on 16 November, 2017 at 01:23 PM
Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 20 November, 2017 at 09:33 AM
Endorsed by Keith Browning (School Council President) on 08 December, 2017 at 04:28 PM

Self-evaluation Summary - 2018

Heatherhill Primary School (4802)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Emerging moving towards Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	
	Strategic resource management	
	Vision, values and culture	
Positive climate for learning	Empowering students and building school pride	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Embedding moving towards Excelling
	Health and wellbeing	
	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	

Enter your reflective comments

The Student Achievement targets in NAPLAN set at the beginning of the year were, disappointingly, mostly not achieved, with the exception of Year 5 Numeracy. The targets were set by wishing to improve on the 2016 targets, without taking into account a more realistic, achievable view of the current cohort. On reflection, the targets were far too ambitious. Most of the planned actions were undertaken. The introduction of VCOP from Prep – 6 has been very successful. Teacher use of the VCOP strategies is evident in their planning documents, practice, classroom displays and student feedback.

	<p>Working with the Southern Melbourne Project has assisted with a renewed focus on implementing a whole school strategy for teaching Literacy. Support and guidance from the SMP Team has provided the impetus to approach Literacy Learning and Teaching in a more systematic, thorough, comprehensive way. The uptake from teachers has been welcomed and embraced. Classroom resources have been provided for teachers, alongside professional learning that aims to embed a common approach across the school.</p> <p>A whole school Scope and Sequence for Philosophy was developed and implemented across the school this year. Teaching staff undertook professional learning, led by a Senior School teacher. Philosophy lessons are undertaken weekly in Prep – 6. Philosophy is embedded in the Heatherhill Curriculum and serves to develop students' Speaking and Listening skills, Ethical Capabilities and Critical and Creative Thinking.</p>
Considerations for 2019	<p>The "uptake" of the Southern Melbourne Project recommendations and the introduction of VCOP for teaching Writing have been enthusiastically embraced by teaching staff in 2017, the focus for improvement in 2018 should be Reading. The focus will be on introducing and developing High Impact Teaching Strategies in Literacy.</p> <p>Targets for 2018 need to be realistic and achievable</p>
Documents that support this plan	<p>Heatherhill PS targets and outcomes 2017.docx (0.01 MB)</p>

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Heatherhill Primary School (4802)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
<p>Achievement To improve literacy and numeracy outcomes for every student across the school</p>	<p>To have all students deemed capable make at least one year's growth as indicated by AusVELS in both Literacy and Numeracy - Effect size at least .8</p> <p>Increase the percentage of students scoring 'high' in the NAPLAN relative growth trend: 0.8 over a two year period.</p>	Yes	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>The percentage of students in the top two bands of NAPLAN Year 5 Reading will increase from 15% in 2017 to 20% in 2018</p> <p>The percentage of students in the top two bands in NAPLAN Year 3 Reading will increase from 33% in 2017 to 35% in 2018</p>	Evidence-based high-impact teaching strategies
<p>Engagement To deepen and strengthen students' sense of connectedness to school and peers and promote a stronger sense of engagement in their learning</p>	<p>Increase the learning confidence, connectedness to school, student motivation and stimulating learning measures on the Student Attitudes to School Survey to be within the 3rd quartile or higher for all cohorts over the life of the strategic plan</p>	No		
<p>Well Being To improve student connectedness to their learning across the school</p>	<p>Increase the connectedness to school, and connectedness to peers measures on the Student Attitudes to School Survey to be within the 3rd quartile or higher over the life of the strategic plan</p>	No		
<p>Productivity To effectively manage staffing profiles within budget constraints while providing a rigorous engaging education</p>	<p>Ensure a sustainable and equitable plan for the future which supports the philosophy of the school</p>	No		

Improvement Initiatives Rationale

The Student Achievement targets in NAPLAN 2017 set at the beginning of the year were, disappointingly, mostly not achieved. The targets set were aiming to improve on levels achieved in 2016 and were in hindsight too ambitious for the student cohort undertaking the tests. The targets set for 2018 are more realistic and achievable.

The school is currently involved in the Southern Melbourne Project (SMP) and this involvement has direction on a renewed focus in implementing a whole school strategy for teaching Literacy. Support and guidance from the SMP Team has provided the impetus to approach Literacy Learning and Teaching in a more systematic, thorough, comprehensive way. The uptake from teachers has been welcomed and embraced. Classroom resources have been provided for teachers, alongside professional learning that aims to embed a common and consistent approach across the school. The introduction of VCOP from Prep – 6 has been very successful with teacher use of the VCOP strategies evident in their planning documents, practice, classroom displays and feedback from students in their classes.

In 2018 teachers will continue to be supported in teaching writing using VCOP and SMP strategies introduced in 2017. There will also be a focus on developing a school wide consistent approach in teaching Reading comprehension.

Goal 1	Achievement To improve literacy and numeracy outcomes for every student across the school
12 month target 1.1	The percentage of students in the top two bands of NAPLAN Year 5 Reading will increase from 15% in 2017 to 20% in 2018 The percentage of students in the top two bands in NAPLAN Year 3 Reading will increase from 33% in 2017 to 35% in 2018
FISO Initiative	Evidence-based high-impact teaching strategies
Key Improvement Strategies	
KIS 1	Embed consistently implemented instructional practice incorporating high impact teaching strategies, that ensures the individual learning needs of all students are met.
KIS 2	Embed a consistently implemented Assessment and Data schedule with clearly articulated and developed protocols and analyses

Define Evidence of Impact and Activities and Milestones - 2018

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Goal 1	Achievement To improve literacy and numeracy outcomes for every student across the school			
12 month target 1.1	The percentage of students in the top two bands of NAPLAN Year 5 Reading will increase from 15% in 2017 to 20% in 2018 The percentage of students in the top two bands in NAPLAN Year 3 Reading will increase from 33% in 2017 to 35% in 2018			
FISO Initiative	Evidence-based high-impact teaching strategies			
Key Improvement Strategy 1	Embed consistently implemented instructional practice incorporating high impact teaching strategies, that ensures the individual learning needs of all students are met.			
Actions	Develop teacher capacity and knowledge to implement differentiated practices in teaching Literacy			
Evidence of impact	Teachers will articulate and demonstrate how they are able to provide differentiated instruction for each of their students, using a range of High Impact Teaching Strategies and deep analysis of student performance data. This will be evident in all teacher planning documentation.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Develop teacher capacity to utilise high impact teaching strategies (HITS) Professional Learning in HITS - unpack the HITS, discuss, model the strategies Select four strategies for an intensive focus (for example, Differentiated Teaching, Questioning, Multiple Exposures, Explicit Teaching)	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Teachers include four HITS in their 2018 PDP Selected HITS will be the focus for Teacher/Peer Observations HITS Professional Learning will be undertaken with Pupil Free Days in Term 2 and 3, led by the school Leadership team - Principal, Assistant Principal, Leading Teacher. Teacher may also elect to research an aspect of HITS during their Professional Practice Days				
Train new staff in VCOP. Teachers who are new to the school and have not yet undertaken Day 1 and Day 2 in VCOP will attend the training run by Andrell Education	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Learning Specialist will provide opportunities for colleagues to observe high-quality teaching while she is teaching (demonstration lessons) and meet with them to reflect on these observations at designated times and lead purposeful, data-informed collaborative inquiry focused on improving student learning outcomes by meeting with sub-school teams and model High Impact Teaching Strategies and support other teachers to embed these strategies in their own practice Professional Practice days to be allocated for Learning Specialist to meet with individual teachers and to observe their teaching for further follow up - discussion, critical inquiry and reflection	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Utilise expertise of the Southern Melbourne Project (SMP) Weekly visit to Heatherhill by the SMP to provide support and direction to Leadership Team. Meetings will cover forward planning in Literacy, support for developing professional learning sessions, leading classroom walkthroughs and providing follow up feedback sessions with teachers and Leadership Team. SMP will deliver Literacy (Reading) Professional Learning for teachers in Teaching Comprehension Strategies and Close Reading	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Part-time staff member employed to provide additional time allocated for Learning Specialist to conduct post observation conversations with colleagues. Days will be timetabled and allocated. Teachers will submit a Professional Practice Day proposal, prior to the commencement of each term, to the principal for approval, describing the rationale, aim, and purpose of the day's activity, and later, an evaluation and reflection on the learning involved and how it will/has improve/d her practice Professional Practice Days will be included in teachers' PDP and aligned to the Annual Implementation Plan	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$34,793.00 <input checked="" type="checkbox"/> Equity funding will be used
Focus teacher professional learning on the four key Reading comprehension strategies required for students to become effective readers: Questioning, Clarifying, Predicting, Summarising. In-school timetabled professional learning sessions for Teaching Reading Comprehension will be delivered, 6-8 sessions per term Lead professional learning in How to Teach the strategies Purchase appropriate resources - posters, reference books for teachers, texts for students to support effective teaching and learning of Reading	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop Teacher/Peer Observation Protocols and Schedule all teachers will participate in: * 1 x PL session in the theory of Peer Observation * 2-3 x PL sessions to create Peer Observation Protocols * 1 -2 x PL sessions to practise using the protocols in a mock classroom observation	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$105,057.00 <input type="checkbox"/> Equity funding will be used

Train teachers in Peer Observation Protocols Create a Teacher/Peer Observation rubric or checklist to guide observations Timetable opportunities for teachers to undertake Peer Observations, initially guided by the Leading Teacher and later, with a colleague or a sub-school team. Peer Observations will include how to give appropriate feedback				
Speech Pathologist will train teachers in Phonemic Awareness through designated professional learning sessions after school once per term Speech Pathologist will demonstrate best practice Phonemic Awareness strategies in Junior School classrooms 2 -3 times per term for each Junior School teacher and provide ongoing support and advice Speech Pathologist will assist and train Education Support staff to deliver a Language Support program	Education Support	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	Achievement To improve literacy and numeracy outcomes for every student across the school			
12 month target 1.1	The percentage of students in the top two bands of NAPLAN Year 5 Reading will increase from 15% in 2017 to 20% in 2018 The percentage of students in the top two bands in NAPLAN Year 3 Reading will increase from 33% in 2017 to 35% in 2018			
FISO Initiative	Evidence-based high-impact teaching strategies			
Key Improvement Strategy 2	Embed a consistently implemented Assessment and Data schedule with clearly articulated and developed protocols and analyses			
Actions	Develop teacher capacity to interpret student data and plan instruction for stage of readiness			
Evidence of impact	Teachers will confidently and competently analyse student achievement data and utilise the information to develop and deliver target personalised learning programs for students			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Develop teacher capacity to interpret student data and plan instruction for stage of readiness by training 4 -5 teachers to undertake the Bastow Data Literacy & Assessment Practice Course. These teachers will lead their colleagues in their Professional Learning Teams (sub-school) in analysing student data during weekly sub-school team planning meetings	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Create literacy timelines (calendar) for Writing and Reading data collection and implementation to inform teachers of Assessment Accountability requirements Streamline assessment schedule document and distribute assessment schedule for clarity Analyse collected and collated student data to inform teacher planning for instruction	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Introduce Probe Reading Comprehension Test for students who are reading at Level 30+ to provide an additional form of student Reading assessment Teachers will use Probe to assess students in February and August and all students who enrol during the year in Years 2 - 6. Data is entered on Whole School Assessment Table and Data Wall so that all staff can access information to plan for instruction	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop teacher capacity to interpret student data and plan instruction for stage of readiness Analyse 2018 NAPLAN data to determine the areas in which students have	Leadership Team	<input type="checkbox"/> No	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

achieved lower than expected, - What are the "Big 3" of Reading and Writing to focus on for improvement, for example, determining the main idea of a text, or the Author's Purpose, or what the reader may infer in Reading. In Writing it may be, Developing Ideas, Text Structure, Vocabulary				
Develop teacher capacity to interpret student data and plan instruction for stage of readiness Introduce regular Writing Moderation sessions into School Meeting Schedule, at least two per term, to enable teachers to develop effective and consistent criteria for assessing student Writing	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop teacher capacity to interpret student data and plan instruction for stage of readiness Leading Teacher will coach sub-school teams to analyse student data at regular weekly/fortnightly team meetings and assist them to design and develop instructional practices that will be differentiated	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Heatherhill Primary School (4802)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop teacher capacity to utilise high impact teaching strategies (HITS) Professional Learning in HITS - unpack the HITS, discuss, model the strategies Select four strategies for an intensive focus (for example, Differentiated Teaching, Questioning, Multiple Exposures, Explicit Teaching) Teachers include four HITS in their 2018 PDP Selected HITS will be the focus for Teacher/Peer Observations HITS Professional Learning will be undertaken with Pupil Free Days in Term 2 and 3, led by the school Leadership team - Principal, Assistant Principal, Leading Teacher. Teacher may also elect to research an aspect of HITS during their Professional Practice Days	Leadership Team	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"/> Individualised Reflection	<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"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Train new staff in VCOP. Teachers who are new to the school and have not yet undertaken Day 1 and Day 2 in VCOP will attend the training run by Andrell Education	Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> External consultants Andrell Education	<input checked="" type="checkbox"/> Off-site Andrell Education
Learning Specialist will provide opportunities for colleagues to observe high-quality teaching while she is teaching (demonstration lessons) and meet with them to reflect on these observations at designated times and lead purposeful, data-informed collaborative inquiry focused on improving student learning outcomes by meeting with sub-school teams	Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised 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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

and model High Impact Teaching Strategies and support other teachers to embed these strategies in their own practice Professional Practice days to be allocated for Learning Specialist to meet with individual teachers and to observe their teaching for further follow up - discussion, critical inquiry and reflection						
Utilise expertise of the Southern Melbourne Project (SMP) Weekly visit to Heatherhill by the SMP to provide support and direction to Leadership Team. Meetings will cover forward planning in Literacy, support for developing professional learning sessions, leading classroom walkthroughs and providing follow up feedback sessions with teachers and Leadership Team. SMP will deliver Literacy (Reading) Professional Learning for teachers in Teaching Comprehension Strategies and Close Reading	Leadership Team	from: Term 1 to: Term 4	<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"/> External consultants Southern Melbourne Project	<input checked="" type="checkbox"/> On-site
Part-time staff member employed to provide additional time allocated for Learning Specialist to conduct post observation conversations with colleagues. Days will be timetabled and allocated. Teachers will submit a Professional Practice Day proposal, prior to the commencement of each term, to the principal for approval, describing the rationale, aim, and purpose of the day's activity, and later, an evaluation and reflection on the learning involved and how it will/has improve/d her practice Professional Practice Days will be included in teachers' PDP and aligned to the Annual Implementation Plan	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Focus teacher professional learning on the four key Reading comprehension strategies required for students to become effective readers: Questioning, Clarifying, Predicting, Summarising. In-school timetabled professional learning sessions for Teaching Reading Comprehension will be delivered, 6-8 sessions per term Lead professional learning in How to Teach the strategies Purchase appropriate resources - posters, reference books for teachers, texts for students to support effective teaching and learning of Reading	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised 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"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Develop Teacher/Peer Observation Protocols and Schedule all teachers will participate in: * 1 x PL session in the theory of Peer Observation * 2-3 x PL sessions to create Peer Observation Protocols	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised 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"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

<p>* 1 -2 x PL sessions to practise using the protocols in a mock classroom observation Train teachers in Peer Observation Protocols Create a Teacher/Peer Observation rubric or checklist to guide observations Timetable opportunities for teachers to undertake Peer Observations, initially guided by the Leading Teacher and later, with a colleague or a sub-school team. Peer Observations will include how to give appropriate feedback</p>						
<p>Speech Pathologist will train teachers in Phonemic Awareness through designated professional learning sessions after school once per term Speech Pathologist will demonstrate best practice Phonemic Awareness strategies in Junior School classrooms 2 -3 times per term for each Junior School teacher and provide ongoing support and advice Speech Pathologist will assist and train Education Support staff to deliver a Language Support program</p>	Education Support	from: Term 2 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Develop teacher capacity to interpret student data and plan instruction for stage of readiness by training 4 -5 teachers to undertake the Bastow Data Literacy & Assessment Practice Course. These teachers will lead their colleagues in their Professional Learning Teams (sub-school) in analysing student data during weekly sub-school team planning meetings</p>	Teacher(s)	from: Term 1 to: Term 3	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Bastow program/course 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site Bastow Online Course
<p>Introduce Probe Reading Comprehension Test for students who are reading at Level 30+ to provide an additional form of student Reading assessment Teachers will use Probe to assess students in February and August and all students who enrol during the year in Years 2 - 6. Data is entered on Whole School Assessment Table and Data Wall so that all staff can access information to plan for instruction</p>	Teacher(s)	from: Term 1 to: Term 3	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Develop teacher capacity to interpret student data and plan instruction for stage of readiness Introduce regular Writing Moderation sessions into School Meeting Schedule, at least two per term, to enable teachers to develop effective and consistent criteria for assessing student Writing</p>	Teacher(s)	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Develop teacher capacity to interpret student data and plan instruction for stage of readiness Leading Teacher will coach sub-school teams to analyse student data at regular weekly/fortnightly team meetings and assist them to design and develop instructional practices that will be differentiated</p>	Leading Teacher(s)	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

Documents that support the plan

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

Dimension 1

[Literacy Planning Term 4.docx \(0.05 MB\)](#)

[Teaching How to Find Direct Information in Texts.pptx \(0.87 MB\)](#)

[The Main Idea.pptx \(11.31 MB\)](#)

[VCOP procedure text type poster.pdf \(0.03 MB\)](#)

[Writing Rubric Text Types.docx \(0.09 MB\)](#)

Dimension 2

[PHILOSOPHY at Heatherhill.pptx \(3.96 MB\)](#)

Self-evaluation Summary

[Heatherhill PS targets and outcomes 2017.docx \(0.01 MB\)](#)