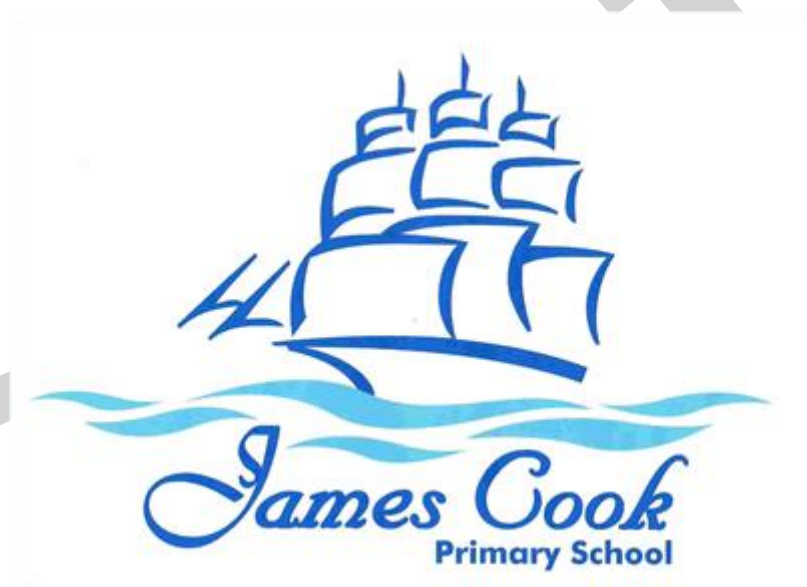


2018 Annual Implementation Plan

for improving student outcomes

James Cook Primary School (5136)



Submitted for review by Anne Burgess (School Principal) on 14 December, 2017 at 08:29 AM
Endorsed by Leonie King (Senior Education Improvement Leader) on 15 December, 2017 at 06:09 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

James Cook Primary School (5136)

	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	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	<p>NAPLAN 2017 data trended similarly to that of the previous 3-4 years, indicating the urgent need to examine our teaching and learning in Reading and Mathematics in particular. The levels of low growth in these areas dictates an audit into our current instructional models, differentiation strategies and curriculum content knowledge and understanding of our teachers. Much of the focus has been on intervention, for students who experience difficulty, at the lower achieving end of the cohort range. The low growth data indicates that our students achieving at the higher bands, are not being challenged to a level that ensures a two-years in two-years (or better). The development of skills continuums is our first step into ensuring a consistent and informed curriculum delivery at James Cook. This work has already begun to address this.</p>
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Considerations for 2019	<ol style="list-style-type: none"> 1. The development of a 'whole-school' lesson structure for the teaching of English – based on a guided reading approach to the teaching of Reading. 2. A shift from a term-by-term, strand-focused delivery of Mathematics in planning and teaching, to a more holistic and comprehensive coverage based in repetition, challenged practice and application. 3. Continue to build staff and student capacity in Growth Mindset language and behaviours through teaching and embedding brain science knowledge and understandings for informed student voice and engagement. 4. Strategies for improving parent perceptions regarding student behaviour and management, along with an improved feeling of inclusion and involvement at school level.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

James Cook Primary School (5136)

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
Achievement - To improve student achievement levels across all areas of English.	→All teachers to assign accurate AUSVELS levels based on multiple sources of assessment For 80% of students achieving expected levels or above as indicated by teacher judgments in all areas of English.	Yes	<ol style="list-style-type: none"> 1. Increase in the number of students achieving A or B for Reading Foundation to Year 6. 2. Increase High growth in NAPLAN Reading to 25% 3. Increase Medium growth in NAPLAN Reading to 50% 	Building practice excellence

	<p>→For 80% of students to achieve at least one year's growth in all areas of English as measured by NAPLAN and Teacher Judgement data</p> <p>→To increase the percentage of students achieving high level growth in English as indicated by NAPLAN Growth Trend Data</p> <p>→To be at or above state mean in teacher judgements in all areas of English.</p> <p>→To increase the percentage of students working in the top two Bands in English as indicated by NAPLAN results.</p> <p>→To decrease the percentage of students working in the bottom two bands in English as indicated by NAPLAN results.</p> <p>→The outcome data in English will represent a trend of continuous growth over the four year period of the plan.</p>			
<p>To improve student achievement outcomes in Number</p>	<p>→For each student deemed able, to achieve at least one year's growth in learning during each school year as measured by NAPLAN and Teacher Judgement results in year 3 and 5 and Teacher Judgements in other year levels.</p>	<p>Yes</p>	<ol style="list-style-type: none"> 1. Increase in the number of students achieving A or B for Number Foundation to Year 6. 2. Increase High growth in NAPLAN Mathematics to 15% 3. Increase Medium growth 	<p>Curriculum planning and assessment</p>

	<p>→To increase the number of students achieving at and above the expected level in AUSVELS Mathematics as measured by Teacher Judgement results.</p> <p>→To decrease the number of students achieving below the expected levels in AUSVELS Mathematics as measured by Teacher Judgement results.</p> <p>→To increase the percentage of year 3 students performing in band 6 and year 5 students performing in band 7</p>		in NAPLAN Mathematics to 50	
Engagement - To develop and improve student engagement to create highly motivated learners for 21st Century Learning. To place students at centre of learning.	<p>By 2018</p> <p>→The student Attitudes to school survey mean scores will improve: Stimulating learning- 4.33 to 4.6 Student motivation- 4.59 to 4.75 School connectedness – 4.68 to 4.75 Teacher effectiveness- 4.64 to 4.75</p> <p>→Parent Opinion Survey data will indicate high levels of connectedness to the school and motivation to learn.</p> <p>→AUSVELS Personal Learning and Interpersonal Learning scores to reflect 90% of student to be at or above expected level</p>	No		
Engagement - To increase student attendance at school	To reduce student absences to below state mean each year and over the four year average	Yes	94% attendance in 2018	Intellectual engagement and self-awareness

<p>To engage students globally with Asia through cross curricular priorities as well as a commitment to our sister school in China – Changzhou Xinbei Sanjing Experimental Primary School</p>	<p>No target entered in 2015-2018 SSP for JCPS.</p>	<p>No</p>		
<p>Wellbeing - To enhance the wellbeing of students, staff and parents in our school learning community through embedding common expectations for social competencies and resilience.</p>	<p>By 2018 →Student Attitudes To school Survey mean scores will be in the 3rd or 4th quartile in each criteria →<u>Increase in the following ATTS Scores:</u> Student Distress 6.05 to 6.2 Student Moral 5.93 to 6.1 Student relationships Classroom behaviour 4.09 to 4.15 Connectedness to peers 4.47 to 4.60 Student safety 4.78 to 5.0 →<u>Parent Opinion Survey mean scores will increase:</u> Social skills 5.72 to 5.80 School connectedness 6.05 to 6.2</p>	<p>No</p>		
<p>Productivity - To align the allocation of resources (human financial, time space and materials) to maximise student learning, engagement and wellbeing outcomes for students</p> <p>Increase teacher capacity in 21st century ICT skills in learning and teaching</p>	<p>Improve student learning achievement and survey data as nominated in targets for English, Maths, Engagement and Wellbeing sections of SSP.</p>	<p>No</p>		

Productivity - Increase teacher capacity in 21st century ICT skills in learning and teaching	Budgets reflect needs in priority areas of: English Maths ICT -Professional learning ICT – infrastructure Wellbeing	No		
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Improvement Initiatives Rationale
<p>* The Relative Growth Data for NAPLAN Mathematics and Reading in particular, over the past few years, indicates alarming proportions of students not achieving the two years expected learning growth from year three to year five – 2017 Mathematics 54% low growth – 2017 Reading 34% low growth. Teacher judgements as indicated by AusVELS progression points December 2016 / Victorian Curriculum June 2017 for the 2017 NAPLAN cohorts are not consistent with the 2017 NAPLAN results.</p> <p>* There has been an audit into the consistency of teaching practices and content knowledge for both Mathematics and Reading. Evaluation of current program delivery and time provision, along with professional learning for staff to build their capacity for purposeful data collection and analysis is essential for the development of best practice and consistency in instructional approaches across the school.</p> <p>* Student voice data from the ATSS 2017 and prior indicates that this is an area for attention. To this end, attendance continues to be an area for concern. When students are absent from school they are not learning.</p>

Goal 1	Achievement - To improve student achievement levels across all areas of English.
12 month target 1.1	<ol style="list-style-type: none"> 1. Increase in the number of students achieving A or B for Reading Foundation to Year 6. 2. Increase High growth in NAPLAN Reading to 25% 3. Increase Medium growth in NAPLAN Reading to 50%
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Develop and implement a whole-school agreed lesson structure for the effective teaching of reading for improved student outcomes.

Goal 2	To improve student achievement outcomes in Number
12 month target 2.1	<ol style="list-style-type: none"> 1. Increase in the number of students achieving A or B for Number Foundation to Year 6. 2. Increase High growth in NAPLAN Mathematics to 15% 3. Increase Medium growth in NAPLAN Mathematics to 50
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	Develop and implement a whole-school delivery model for the effective teaching of Number Mathematics for improved student outcomes.

Goal 3	Engagement - To increase student attendance at school
12 month target 3.1	94% attendance in 2018
FISO Initiative	Intellectual engagement and self-awareness
Key Improvement Strategies	
KIS 1	Develop and implement a range of strategies to increase student attendance data for improved student outcomes.

Define Evidence of Impact and Activities and Milestones - 2018

James Cook Primary School (5136)

Goal 1	Achievement - To improve student achievement levels across all areas of English.			
12 month target 1.1	1. Increase in the number of students achieving A or B for Reading Foundation to Year 6. 2. Increase High growth in NAPLAN Reading to 25% 3. Increase Medium growth in NAPLAN Reading to 50%			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Develop and implement a whole-school agreed lesson structure for the effective teaching of reading for improved student outcomes.			
Actions	Implement a whole-school lesson structure for Reading with guided reading as the essential element. Introduce and implement an oral language focus in the reading lesson structure for Years F-6. Evaluate and update the current assessment schedule, to reflect timely data collection of both formative and summative results. This is to inform students' point of need for next-steps learning and accurate teacher judgements in Reading.			
Evidence of impact	Teachers will be using a documented lesson structure for the teaching of reading with guided reading as the central element. All students will achieve at least 12 months learning growth based on NAPLAN, individual learning plans and Victorian Curriculum teacher judgements. Teachers will be using the agreed assessment schedule, to reflect timely data collection of both formative and summative results. This is to inform students' point of need for next-steps learning and accurate teacher judgements in Reading.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Engage teachers in collaborative data conversations for differentiated point-of-need teaching.	Team Leader(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$9,000.00 <input type="checkbox"/> Equity funding will be used

Deliver regular professional learning on the 'Big 6' essential elements for successful teaching of reading.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$200.00 <input type="checkbox"/> Equity funding will be used
Develop a peer observation protocol to ensure opportunities for peer observation for the sharing and strengthening of high impact teaching strategies.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$4,500.00 <input type="checkbox"/> Equity funding will be used
Appoint a full time Reading Intervention Specialist teacher to focus on oral language, phonemic awareness and basic vocabulary development	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$98,178.58 <input type="checkbox"/> Equity funding will be used
Engage in curriculum day professional learning: - Reading – 'The Big 6' - June 2018	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Engage in staff meeting PD sessions to build knowledge and understanding of the 'Big 6' for effective reading instruction - Oral Language, Phonological awareness, Letter-Sound Knowledge, Vocabulary, Fluency, Comprehension - emphasis on - Oral Language / Vocabulary focus to strengthen reading instruction	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Implement agreed reading lesson structure and participate in peer observation around an agreed area of focus.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$7,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	To improve student achievement outcomes in Number			
12 month target 2.1	1. Increase in the number of students achieving A or B for Number Foundation to Year 6. 2. Increase High growth in NAPLAN Mathematics to 15% 3. Increase Medium growth in NAPLAN Mathematics to 50			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 1	Develop and implement a whole-school delivery model for the effective teaching of Number Mathematics for improved student outcomes.			
Actions	Implement a whole-school delivery model for effective teaching with repetition and challenged practice as the essential element to a multi-strand approach. Introduce and implement a daily practice approach for rigorous monitoring of student progress and point-of-need teaching. Evaluate and update the current assessment schedule, to reflect timely data collection of both formative and summative results. This is to inform students' point of need for next-steps learning and accurate teacher judgements in Mathematics. Improve student attendance, based on the thinking that if students are not at school they will not be learning.			
Evidence of impact	Teachers will be using the agreed documented lesson structure and delivery model for the teaching of Mathematics which incorporates a multi-strand approach as the key element. At least 90% of students will be achieving at least 12 months learning growth. Teachers will be using the agreed assessment schedule to plan for point of need for next-steps learning for all students.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Facilitate collaborative data conversations for differentiated point-of-need teaching to build teacher capacity to analyse formative student achievement data for purposeful planning to cater for individual student learning needs for growth.	Team Leader(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Equity funding will be used
Deliver / source regular professional learning on the essential curriculum content understanding for successful teaching of number concepts.	KLA Leader	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$3,500.00 <input type="checkbox"/> Equity funding will be used

Develop a peer observation protocol to ensure opportunities for peer observation for the sharing and strengthening of high impact teaching strategies.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$4,500.00 <input type="checkbox"/> Equity funding will be used
Appoint a full time Mathematics Intervention Specialist teacher to implement the 'EMU - Extending Mathematical Understandings' intervention program for years one and two students	Learning Specialist(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$98,178.58 <input checked="" type="checkbox"/> Equity funding will be used
Engage in curriculum day professional learning: - Strategies for teaching number concepts - August 2018	KLA Leader	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Engage in staff meeting PD sessions to build / share knowledge and understanding of: - Number Concepts to effectively strengthen teaching and learning knowledge and understanding of the Numbers stands essential for effective mathematics instruction. - Planning for 'multi-strand' coverage of all strands of Mathematics for repetition and challenged practice.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Implementation of ACER's 'Maths Mastery daily practice application as lesson introduction for all student years one to six.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement agreed delivery model for Mathematics Number and participate in peer observation around an agreed area of focus.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$7,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	Engagement - To increase student attendance at school			
12 month target 3.1	94% attendance in 2018			
FISO Initiative	Intellectual engagement and self-awareness			
Key Improvement Strategy 1	Develop and implement a range of strategies to increase student attendance data for improved student outcomes.			
Actions	Promote an "Attendance = Learning" values approach to learning. Develop morning routines to encourage parent inclusion in learning modules from 8.50-9.00am Targeted learning packs provided for students on extended family holidays.completed and marked for progress.			
Evidence of impact	Reduced number of late arrivals. Increase in connectedness data of parent opinion survey.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Leaders, Administration, Teachers, Support Staff and Parents will be aligned to the following protocols: - Classroom entry bell to ring at 8.50am. Instruction to commence at 9.00am. Fruit break at 10.00am. - All administration duties that require money and payments will be handled by administration staff only. - All late students must be signed in by an adult. - 100% attendance awards to continue.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

James Cook Primary School (5136)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Engage teachers in collaborative data conversations for differentiated point-of-need teaching.	Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants James Anderson - Growth Mindset	<input checked="" type="checkbox"/> On-site
Deliver regular professional learning on the 'Big 6' essential elements for successful teaching of reading.	Assistant Principal	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Develop a peer observation protocol to ensure opportunities for peer observation for the sharing and strengthening of high impact teaching strategies.	Principal	from: Term 1 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"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

Appoint a full time Reading Intervention Specialist teacher to focus on oral language, phonemic awareness and basic vocabulary development	Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Engage in curriculum day professional learning: - Reading – 'The Big 6' - June 2018	All Staff	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Engage in staff meeting PD sessions to build knowledge and understanding of the 'Big 6' for effective reading instruction - Oral Language, Phonological awareness, Letter-Sound Knowledge, Vocabulary, Fluency, Comprehension - emphasis on - Oral Language / Vocabulary focus to strengthen reading instruction	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implement agreed reading lesson structure and participate in peer observation around an agreed area of focus.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Facilitate collaborative data conversations for differentiated point-of-need teaching to build teacher capacity to analyse formative student achievement data for purposeful planning to cater for individual student learning needs for growth.	Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site Brentwood Primary School
Deliver / source regular professional learning on the essential curriculum content understanding for successful teaching of number concepts.	KLA Leader	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"/> Internal staff <input checked="" type="checkbox"/> External consultants TBA	<input checked="" type="checkbox"/> Off-site TBA
Develop a peer observation protocol to ensure opportunities for peer observation for the sharing and strengthening of high impact teaching strategies.	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <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
Engage in curriculum day professional learning: - Strategies for teaching number concepts - August 2018	KLA Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> External consultants TBA	<input checked="" type="checkbox"/> On-site
Engage in staff meeting PD sessions to build / share knowledge and understanding of: - Number Concepts to	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments	<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

effectively strengthen teaching and learning knowledge and understanding of the Numbers stands essential for effective mathematics instruction. - Planning for 'multi-strand' coverage of all strands of Mathematics for repetition and challenged practice.			<input checked="" type="checkbox"/> Moderated assessment of student learning			
Implementation of ACER's 'Maths Mastery daily practice application as lesson introduction for all student years one to six.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants ACER	<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

[Speaking & Listening English Continuum JCPS 2017.pdf \(0.52 MB\)](#)

Dimension 2

[Level 0 English Continuum JCPS 2017.pdf \(0.62 MB\)](#)

[Level 1 English Continuum JCPS 2017.pdf \(0.67 MB\)](#)

[Level 2 English Continuum JCPS 2017.pdf \(0.67 MB\)](#)

[Level 3 English Continuum JCPS 2017.pdf \(0.67 MB\)](#)

[Level 4 English Continuum JCPS 2017.pdf \(0.56 MB\)](#)

[Level 5 English Continuum JCPS 2017.pdf \(0.61 MB\)](#)

[Level 6 English Continuum JCPS 2017.pdf \(0.6 MB\)](#)

[Phonics English Continuum JCPS 2017.pdf \(0.55 MB\)](#)

[Reading English Continuum JCPS 2017.pdf \(0.57 MB\)](#)

[Speaking & Listening English Continuum JCPS 2017.pdf \(0.52 MB\)](#)
[writing English Continuum JCPS 2017.pdf \(0.74 MB\)](#)

Dimension 3

[2017 T1 Prof Lrng and Mtg Schedule 13.3.17.docx \(0.03 MB\)](#)
[2017 T2 Prof Lrng and Mtg Schedule 11.5.17.docx \(0.03 MB\)](#)
[2017 T3 Prof Lrng and Mtg Schedule 21.8.17.docx \(0.03 MB\)](#)
[2017 T4 Prof Lrng and Mtg Schedule 09.10.17.docx \(0.03 MB\)](#)
[Guided Reading journal cover.pptx \(0.21 MB\)](#)
[High impact teaching 2017.pptx \(0.29 MB\)](#)
[Learning teaching reading.pptx \(0.49 MB\)](#)
[Reading PD Agenda 9.8.17.docx \(0.35 MB\)](#)
[Specialist T4.xls \(0.04 MB\)](#)

Dimension 4

[Data Literacy PD Agenda March 10 2017.docx \(0.03 MB\)](#)
[JCPS Big Picture - Where are we now - final.pptx \(1.07 MB\)](#)

Dimension 12

[2017 JCPS POS chart version +ve climate.pdf \(0.02 MB\)](#)
[2017 JCPS POS chart version Comm engage.pdf \(0.02 MB\)](#)
[2017 JCPS POS chart version Exc in tchg Lrng.pdf \(0.02 MB\)](#)
[Soc Eng.JPG \(0.04 MB\)](#)
[Stud Safety +ve.JPG \(0.04 MB\)](#)
[Tchr-Stud relations +ve.JPG \(0.04 MB\)](#)

2018 Annual Implementation Plan

[Sch_Prf_Rpt_20175136.pdf \(1.85 MB\)](#)
[Y3 Group Summary Report 2017.docx \(0.03 MB\)](#)
[Y5 Group Summary Report 2017.docx \(0.03 MB\)](#)
[Yr 5 Relative Growth Report Numeracy 2017 graph.docx \(0.02 MB\)](#)
[Yr 5 Relative Growth Report Reading 2017 graph.docx \(0.02 MB\)](#)