

2018 Annual Implementation Plan

for improving student outcomes

East Bentleigh Primary School (4837)



East Bentleigh
Primary School

Submitted for review by Susan Jackson (School Principal) on 13 December, 2017 at 10:01 AM

Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 18 December, 2017 at 12:28 PM

Endorsed by Kym Mai (School Council President) on 18 December, 2017 at 12:50 PM

Self-evaluation Summary - 2018

East Bentleigh Primary School (4837)

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

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

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

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| Enter your reflective comments | <p>2017 has been a productive year for East Bentleigh P.S. All staff have ownership of our SSP and AIP and work on KIS on a regular basis during S.I.T. sessions.</p> <p>We have continued to work on our core subjects - English and Mathematics. Our English S.I.T. (Strategic Intent Team) has developed explicit moderation protocols for VCOP Cold Write. Fountas and Pinnell was introduced across the school for reading assessment and Essential Assessment - Literacy - was purchased in Term 4 for trialling and now has been purchased for 2018. Comprehension Strategies have been developed across the school and many whole school events have occurred: Book parade, picture story book competition, show, don't tell writing competition and two incursions - poet and author.</p> <p>In Mathematics S.I.T. (Strategic Intent Team) a Scope and Sequence, aligned to the Victorian Curriculum, was produced for our Mainstream and Steiner Stream. The assessment schedule was reviewed and updated and Maths vocabulary draft completed - need to present to staff in 2018. There were four sessions of Professional Learning delivered - differentiated maths lesson, rich problem solving, Maths Online Interview - how to use the new system and how to access results from the MOI.</p> <p>Our Wellbeing team have completed the following - purchase and categorising of picture book resources for the library,</p> |
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| | promotion of character strengths and common language for staff P.L., completion of "Kids Matter folders for all staff - including the Respectful Relationship resources and the delivery of Professional Learning in Kids matter - component 3 and Introduction to Respectful Relationships. |
| Considerations for 2019 | <p>English Goals for 2018: English - Essential Assessment - Literacy - purchased and incorporated into our assessment schedule Developing a school wide common language, common teaching and common expectations in Reading Continue with VCOP - training new staff - ASAP Professional Learning - modelling teaching strategies to teach inferring skills as indicated as an area of improvement from NAPLAN analysis</p> <p>Mathematics Goals for 2018: Revise the Maths Teaching and Learning Model in all staff P.L. Professional Learning on the use of data to assist teaching Introduction of common language in Mathematics - school wide Peer observations - reviewing teaching and learning model implemented across the school</p> <p>Wellbeing Goals for 2018: Develop Respectful Relationship policy Focus on 'Every minute Counts" Complete 'Kids Matter Component 4'</p> |
| Documents that support this plan | <p>Final 2017 School Annual Implementation Plan.docx (0.11 MB) NAPLAN 2017.docx (0.04 MB) SIT Meeting Minutes - 17th October.doc (0.15 MB)</p> |

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

East Bentleigh Primary School (4837)

| Four Year Strategic Goals | Four Year Strategic Targets | Is this selected for focus this year? | 12 month target | FISO initiative |
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| To maximise individual student learning growth, with a whole school focus on literacy and numeracy. | National Assessment Program – Literacy and Numeracy (NAPLAN) Relative Growth. Victorian Curriculum F-10 data Years P-6: Allocation of A's and B's; tracking student growth – average of one Victorian Curriculum F-10 level per year. Staff opinion – continue to improve School Climate results for Collective Responsibility, Teacher Collaboration and Guaranteed and Viable Curriculum so that they trend up and are sustained at or above the 67th percentile for all primary schools. Staff opinion – continue to improve Professional Learning results for Feedback and Active Participation so that they trend up and are sustained at or above the 67th percentile for all primary schools. ATS Survey – Continue to improve Teacher Effectiveness and Teacher Empathy. | Yes | 3.1 Enable all teachers to more deeply understand evidence based practice and how to triangulate data to make more informed judgments so that their teaching is more purposeful and their assessments more accurate. 3.4 Greater use of formative assessment; common assessment tasks; whole school pre and post testing, Shared criteria; rubrics; cross marking; Essential assessment; the use of effective feedback. | Building practice excellence |
| To create a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep thinking. | ATS Survey – Continue to improve Student Motivation, Learning Confidence, Stimulating Learning, School Connectedness. Student Attendance – an improving trend with attendance for each year level at 95% or better by 2019. | Yes | 3.1 Make the importance of regular attendance and punctuality more visible across the school. 3.2 Review and improve strategies for encouraging attendance through more consultation with students | Setting expectations and promoting inclusion |

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| | | | and student leaders about how to encourage attendance (such as consultation with the JSC), use of personalised interventions as required, running attendance competitions, and an educative program for parents and students about the importance of attendance. | |
| To continue to foster a safe and supportive environment and culture, one that promotes high expectations, positive relationships, values diversity and supports the development of students' social and emotional skills. | ATS Survey – Continue to improve variable results for Student Morale, Learning Confidence, and Connectedness to Peers. Parent opinion – Continue to improve variable results for School Improvement, Parent Input, Reporting and Homework so that they are sustained above State mean levels. | Yes | 3.1 Continue the implementation of three-way student led conferences where students lead discussions with their parents about their progress. 3.2 Investigate the development of a 'parent compact' to make explicit the partnership with parents. This compact would make explicit expectations related to learning partnerships, attendance, assessment, homework policy, expectations, the school's good learning behaviours, reporting, explaining the purpose and importance of three way education conferences. | Building communities |

Improvement Initiatives Rationale

We are in our third year of the School Strategic Plan (SSP) and the

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| Goal 1 | To maximise individual student learning growth, with a whole school focus on literacy and numeracy. |
| 12 month target 1.1 | 3.1 Enable all teachers to more deeply understand evidence based practice and how to triangulate data to make more informed judgments so that their teaching is more purposeful and their assessments more accurate. 3.4 Greater use of formative assessment; common assessment tasks; whole school pre and post testing, Shared criteria; rubrics; cross marking; Essential assessment; the use of effective feedback. |
| FISO Initiative | Building practice excellence |
| Key Improvement Strategies | |
| KIS 1 | Build teacher capacity to differentiate teaching to challenge and ensure progress for every student in Reading and Writing |

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| Goal 2 | To create a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep thinking. |
| 12 month target 2.1 | 3.1 Make the importance of regular attendance and punctuality more visible across the school. 3.2 Review and improve strategies for encouraging attendance through more consultation with students and student leaders about how to encourage attendance (such as consultation with the JSC), use of personalised interventions as required, running attendance competitions, and an educative program for parents and students about the importance of attendance. |
| FISO Initiative | Setting expectations and promoting inclusion |
| Key Improvement Strategies | |
| KIS 1 | Develop a whole school approach to attendance and monitoring of attendance - ensuring that all identified students have individual learning plans that are reflected upon, evaluated and modified regularly. |

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| Goal 3 | To continue to foster a safe and supportive environment and culture, one that promotes high expectations, positive relationships, values diversity and supports the development of students' social and emotional skills. |
| 12 month target 3.1 | 3.1 Continue the implementation of three-way student led conferences where students lead discussions with their parents about their progress. 3.2 Investigate the development of a 'parent compact' to make explicit the partnership with parents. This compact would make explicit expectations related to learning partnerships, attendance, assessment, homework policy, expectations, the school's good learning behaviours, reporting, explaining the purpose and importance of three way education conferences. |
| FISO Initiative | Building communities |
| Key Improvement Strategies | |
| KIS 1 | Build a rich relevant challenging and stimulating learning environment that uses contemporary pedagogy and learning technologies for deep reflective learning and thinking |

Define Evidence of Impact and Activities and Milestones - 2018

East Bentleigh Primary School (4837)

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| Goal 1 | To maximise individual student learning growth, with a whole school focus on literacy and numeracy. |
| 12 month target 1.1 | 3.1 Enable all teachers to more deeply understand evidence based practice and how to triangulate data to make more informed judgments so that their teaching is more purposeful and their assessments more accurate. 3.4 Greater use of formative assessment; common assessment tasks; whole school pre and post testing, Shared criteria; rubrics; cross marking; Essential assessment; the use of effective feedback. |
| FISO Initiative | Building practice excellence |
| Key Improvement Strategy 1 | Build teacher capacity to differentiate teaching to challenge and ensure progress for every student in Reading and Writing |
| Actions | Develop teacher capacity and understanding to analyse and use student data to plan for effective teaching Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices in reading and writing |

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| | Develop teacher knowledge and capacity to work as effective teams to improve student learning outcomes in writing through collaborative planning and assessment practices | | | |
| Evidence of impact | <p>STUDENTS:</p> <ul style="list-style-type: none"> • can articulate the goals of each lesson, and how they will know if they have successfully achieved them • can understand and self-assess their progress, and articulate what they need to learn next • can explain concepts to peers and record their understanding in multiple ways • discuss their progress during conferencing and explain how this supports their learning • provide regular feedback in a variety of ways to teachers about the effectiveness of their practice. <p>TEACHERS:</p> <ul style="list-style-type: none"> • demonstrate a deep knowledge of how reading skills develop in early childhood through to adolescence • plan and implement lessons that include 'multiple exposures' to new knowledge • provide opportunities for students to record and present concepts to peers • conduct conferences to support students to discuss their progress and identify their next learning goal • work collaboratively with colleagues to moderate common assessment tasks to develop consistent teacher judgement outcomes • analyse student data to reflect and review the impact of their practice on learning outcomes • identify and adopt differentiated pedagogical practices that meet the learning needs of their students. <p>LEADERS</p> <ul style="list-style-type: none"> • provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice during learning walks • support staff through professional learning and coaching conversations to deepen their understanding of the development of reading and writing skills in children • model the use of the school's instructional model for the PL presented to staff • facilitate and support collaborative practices across the school. | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| Support staff to incorporate a school-wide literacy goal into their PDP documentation and facilitate regular meetings with teams and individuals to discuss progress against the literacy goal | Principal | <input type="checkbox"/> No | from: Term 1 to: Term 1 | \$6,000.00 <input type="checkbox"/> Equity funding will be used |

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| Facilitate the development and implementation of PL on the development of reading skills in children, and effective practices and intervention | Principal | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$4,000.00 <input type="checkbox"/> Equity funding will be used |
| Attend regional PL on HITS Lead working group to develop strategy to implement aspects of HITS Develop PL program for staff on HITS Develop and implement peer observation strategy based upon aspects of HITS | Leadership Team | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$4,000.00 <input type="checkbox"/> Equity funding will be used |
| Attend PL on HITS Prepare model lessons to demonstrate selected aspects of HITS Monitor teacher lesson plans for HITS | 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 |
| Scope and Sequence to incorporate Literacy strategy Conference with students regarding their literacy twice per term | Teacher(s) | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$1,000.00 <input type="checkbox"/> Equity funding will be used |
| Oversee development of Instructional Model for reading to incorporate Literacy strategy and HITS Use student free day for staff to work through Reading resources linked to scope and sequence Reflect on L&N Reading resources and disseminate to staff | Leadership Team | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$10,000.00 <input type="checkbox"/> Equity funding will be used |

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| Goal 2 | To create a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep thinking. |
| 12 month target 2.1 | 3.1 Make the importance of regular attendance and punctuality more visible across the school. 3.2 Review and improve strategies for encouraging attendance through more consultation with students and student leaders about how to encourage attendance (such as consultation with the JSC), use of personalised interventions as required, running attendance competitions, and an educative program for parents and students about the importance of attendance. |
| FISO Initiative | Setting expectations and promoting inclusion |

| Key Improvement Strategy 1 | Develop a whole school approach to attendance and monitoring of attendance - ensuring that all identified students have individual learning plans that are reflected upon, evaluated and modified regularly. | | | |
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| Actions | A focus on 'Every Minute Counts' - ensuring that all staff are on board with punctuality/ attendance Professional Learning on strategies to encourage students to be on time for school Engaging and stimulating programs across the school to improve punctuality Parent/carers engagement policy to be review and updated and distributed to the community Complete Kids Matter - Component 3 and 4 - Working with Parents and carers/Helping Children experiencing Mental Health Issues | | | |
| Evidence of impact | <p>STUDENTS:</p> <ul style="list-style-type: none"> • can articulate the reasons why it is important to be at school each day • can explain concepts to peers and record their understanding in multiple ways • discuss their attendance progress during conferencing and explain how being at school has supported their learning <p>TEACHERS:</p> <ul style="list-style-type: none"> • encourage all students to be at school each day by provide a stimulating and engaging learning environment • identify and adopt differentiated pedagogical practices that meet the learning needs of their students. • work collaboratively with colleagues to incorporate whole school approach to the importance of “Every Minute Counts” • analyse student attendance data and support the school's policy on attendance <p>LEADERS</p> <ul style="list-style-type: none"> • Improvement in percentage of students being absent from school • Attitudes to School (ATS) - Engagement and Stimulation learning to increase in 2018 • Expectations of parents and carers to be clearly documented and distributed to the community | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| Celebrating improvement in attendance at weekly assemblies - Grade of the Week | Principal | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$1,000.00 <input type="checkbox"/> Equity funding will be used |
| Support staff to incorporate a school-wide Wellbeing Program - Kids Matter - into their PDP documentation. Facilitate regular meetings with teams and individuals to discuss progress | Leadership Team | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$3,000.00 <input type="checkbox"/> Equity funding will be used |

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| PL on developing stimulating and engaging programs. | Leadership Team | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
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| Goal 3 | To continue to foster a safe and supportive environment and culture, one that promotes high expectations, positive relationships, values diversity and supports the development of students' social and emotional skills. |
| 12 month target 3.1 | 3.1 Continue the implementation of three-way student led conferences where students lead discussions with their parents about their progress. 3.2 Investigate the development of a 'parent compact' to make explicit the partnership with parents. This compact would make explicit expectations related to learning partnerships, attendance, assessment, homework policy, expectations, the school's good learning behaviours, reporting, explaining the purpose and importance of three way education conferences. |
| FISO Initiative | Building communities |
| Key Improvement Strategy 1 | Build a rich relevant challenging and stimulating learning environment that uses contemporary pedagogy and learning technologies for deep reflective learning and thinking |
| Actions | Enhanced student led conferenced in 2018 supported by school based professional learning sessions in Term 1 Student goal setting professional learning workshop in Term 1 –sharing best practice- establishing SMART goal methodology Review of Parent/Carer Policy and distributed to the community |
| Evidence of impact | <p>STUDENTS:</p> <ul style="list-style-type: none"> • can articulate the goals of each lesson, and how they will know if they have successfully achieved them • can understand and self-assess their progress, and articulate what they need to learn next • can explain concepts to peers and record their understanding in multiple ways • discuss their progress during conferencing and explain how this supports their learning • <p>TEACHERS:</p> <ul style="list-style-type: none"> • will continue to research the most effective way to record student goal setting • conduct conferences to support students to discuss their progress and identify their next learning goal • work collaboratively with colleagues to moderate common assessment tasks to develop consistent teacher judgement outcomes • analyse student data to reflect and review the impact of their practice on learning outcomes • identify and adopt differentiated pedagogical practices that meet the learning needs of their students. <p>LEADERS</p> |

| | <ul style="list-style-type: none"> • Student led conferences to have a defined process where students have developed their learning goals in Literacy, Numeracy and Social and Emotional Learning • Evidence of Student Goal setting in end of year review cycles • Feedback from parents in Parent Opinion Survey • Reporting scale to increase from 2017 | | | |
|--|--|--|----------------------------|--|
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| Transparent communication between school and the community | Principal | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$1,000.00 <input type="checkbox"/> Equity funding will be used |
| Students celebrating their learning with their parents through personal goal setting and having ownership of their learning throughout the year. | Teacher(s) | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$1,000.00 <input type="checkbox"/> Equity funding will be used |
| PL on what is required for successful Student Led Conferences | Assistant Principal | <input checked="" type="checkbox"/> Yes | from: Term 1 to: | \$1,000.00 <input type="checkbox"/> Equity funding will be used |

Professional Learning and Development Plan - 2018

East Bentleigh Primary School (4837)

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|--|-----------|----------------------------|---|--|--|---|
| Facilitate the development and implementation of PL on the development of reading skills in children, and effective practices and intervention | Principal | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day | <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders | <input checked="" type="checkbox"/> On-site |

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| | | | | <input checked="" type="checkbox"/> PLC/PLT Meeting | | |
| Attend PL on HITS Prepare model lessons to demonstrate selected aspects of HITS Monitor teacher lesson plans for HITS | Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders | <input checked="" type="checkbox"/> On-site |
| Scope and Sequence to incorporate Literacy strategy Conference with students regarding their literacy twice per term | Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning | <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders | <input checked="" type="checkbox"/> On-site |
| Oversee development of Instructional Model for reading to incorporate Literacy strategy and HITS Use student free day for staff to work through Reading resources linked to scope and sequence Reflect on L&N Reading resources and disseminate to staff | Leadership Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders | <input checked="" type="checkbox"/> On-site |
| Celebrating improvement in attendance at weekly assemblies - Grade of the Week | Principal | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |

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| Support staff to incorporate a school-wide Wellbeing Program - Kids Matter - into their PDP documentation. Facilitate regular meetings with teams and individuals to discuss progress | Leadership Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| PL on developing stimulating and engaging programs. | Leadership Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning | <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Students celebrating their learning with their parents through personal goal setting and having ownership of their learning throughout the year. | Teacher(s) | 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"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| PL on what is required for successful Student Led Conferences | Assistant Principal | from: Term 1 | <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"/> 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.

Dimension 1

[2L and 2S Writing Planner 2017 term 4.docx \(0.03 MB\)](#)

[2L Term 4 maths planner 2017.docx \(0.08 MB\)](#)

[3A Literacy planning term 1 2017.docx \(0.03 MB\)](#)

[3A Numeracy planning Term 4 2017.docx \(0.03 MB\)](#)

[3A Writing planner Term 4 2017.docx \(0.03 MB\)](#)

Dimension 4

[East Bentleigh Assessment Schedule 2017.doc \(0.21 MB\)](#)

[NAPLAN 2017.docx \(0.04 MB\)](#)

Dimension 10

[Term 4- 16th Nov.pdf \(2.5 MB\)](#)

Dimension 11

[safe school policy -.docx \(0.16 MB\)](#)

Dimension 12

[Read to Someone Checklist.docx \(0.49 MB\)](#)

[smart goal think sheet.pdf \(0.25 MB\)](#)

[Speaking and Listening Rubric Term 4.docx \(0.08 MB\)](#)

[Writing goal- general.doc \(0.14 MB\)](#)

[year 2 maths goals.pdf \(1.68 MB\)](#)

Self-evaluation Summary

[Final 2017 School Annual Implementation Plan.docx \(0.11 MB\)](#)

[NAPLAN 2017.docx \(0.04 MB\)](#)

[SIT Meeting Minutes - 17th October.doc \(0.15 MB\)](#)