

# 2018 Annual Implementation Plan

## for improving student outcomes

Lake Charm Primary School (2122)

Lake Charm



Primary School

Submitted for review by Jeffrey Millard (School Principal) on 28 November, 2017 at 03:28 PM  
Endorsed by Graeme Scoberg (Senior Education Improvement Leader) on 04 July, 2018 at 12:39 PM  
Endorsed by Katrina McFarlane (School Council President) on 04 July, 2018 at 12:41 PM

## Self-evaluation Summary - 2018

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

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	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Embedding

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

<b>Enter your reflective comments</b>	<p>Collection and use of data to drive instruction improved through 2017. Some areas of the Victorian Curriculum need to become more embedded in planning and Teaching and Learning. A continued effort to improve teacher confidence and expertise in teaching Writing and Spelling are focusses for 2018. Hard to develop professional leadership in a school of 1.6 teachers, as it is to develop greater student voice in a school with no grade 6 students. the small cohort has limited variance in culture etc. The networking with schools has been a big focus in 2017, and due to our enrolments will play an important role in teacher welfare and professional development, as well as student welfare and engagement. An effort will be made to increase our global citizenship through greater contact with schools overseas, especially Indonesia. Small cohorts require that teachers must be ready to respond to changing T&amp;L priorities. The provision of differentiated curriculum in Literacy and Numeracy was a priority in 2017, and was something we did well at as a school. this will continue to be important in 2018. Polycom (video conference) has been used for PD, especially within 'Top Paddock' small schools, but it needs to be more ingrained in everyday Teaching and Learning. PD as to effective use of video conferencing, including worthwhile teaching programs, would be useful. Learning walks with other small school teachers to look at Literacy/Numeracy programs in other small schools would be beneficial in improving our T&amp;L.</p>
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<b>Considerations for 2018</b>	<p>Increased professional development, including working collegiately with other small schools, to improve Teaching and Learning in Writing and Spelling.</p> <p>Top Paddock Network of Small schools to hopefully obtain funding for a support teacher to drive our work in improving outcomes across all our schools.</p> <p>Increase and embed our connections with schools in Melbourne and overseas.</p> <p>As there is no grade 6, and one grade 5 only who does not display leadership skills, it will be a challenge in 2018 as to how student leadership and voice develops.</p>
<b>Documents that support this plan</b>	<p>2017_Lake Charm 2122 School_Annual_Implementation_Plan_final.docx (0.13 MB)</p> <p>LC Pre-review Self-evaluation Report.docx (0.3 MB)</p>

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Lake Charm Primary School (2122)

<b>Four Year Strategic Goals</b>	<b>Four Year Strategic Targets</b>	<b>Is this selected for focus this year?</b>	<b>12 month target</b>	<b>FISO initiative</b>
<p>Goal: To maximise student outcomes in all areas of curriculum, with a particular focus on Literacy and Numeracy</p> <p>FISO Priority: Excellence in Teaching and Learning</p> <p>FISO Initiative(s):</p>	<ul style="list-style-type: none"> <li>Student Attitudes to Schooling Survey (SATS) Teaching &amp; Learning variable (Years 4-6) above state average over 4 year average.</li> </ul>	Yes	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>On Demand English, Mathematics, Reading, Word Building, Statistics and Data, Number and Algebra and Measurement and Geometry to show at least one year's growth in all grade 3-6 students. Spelling</p>	Building practice excellence

<ul style="list-style-type: none"> <li>• Building practice excellence</li> <li>• Curriculum planning and assessment</li> <li>• Evidence-based high impact teaching strategies</li> <li>• Evaluating impact on learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher judgement/ On Demand/ NAPLAN/ EOI relative growth in literacy and numeracy. <ul style="list-style-type: none"> <li>• At least 80% of students achieve medium or high growth annually</li> <li>• Students maintain or exceed expected learning gain of one Victorian Curriculum Level each school year.</li> </ul> </li> </ul>		SWST test to indicate at least one year's growth in Spelling Age.	
<p>To enhance student learning outcomes, engagement and wellbeing through a culture that promotes competence and confidence in engaging with the local and global community.</p> <p>FISO Priority: Community Engagement in Learning FISO Initiative(s):</p> <ul style="list-style-type: none"> <li>• Building communities</li> <li>• Global citizenship</li> <li>• Parents and carers as partners</li> <li>• Networks with school, services and agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Attitudes to Schooling Survey (SATS) above State mean (4 year average)</li> <li>• Parent opinion survey above State mean (4 year average)</li> <li>• All staff have an ICT goal within their PDP.</li> <li>• Demonstrated improvement in student ICT skills. (Student survey/Teacher judgement))</li> </ul>	Yes	All staff have an ICT goal within their PDP. Demonstrated improvement in student ICT skills (Student survey/teacher judgement).	Building communities

**Improvement Initiatives Rationale**

Based on 2017 School Review findings. Writing and Spelling were identified as the greatest areas of weakness in early/mid year assessments, as well as 2017 NAPLAN Data. Spelling and Writing were also identified as priority areas for the Top Paddock (C.O.P.) considerable work was undertaken in 2017 eg. attendance at Deb Sukarna P.D., Top Paddock Writing moderation and assessment video conference P.D., Top Paddock Spelling focus video conference. top Paddock Assessment PD at Woomelang and via video conference. It is deemed important to continue and extend this work to improve the Teaching and Learning in Writing and Spelling. Our small enrolments and rural setting create problems with providing interaction with other students. an emphasis has been placed on working with other schools to provide shared activities eg. Cluster Days, combined school camps, swimming and sport programs, Arts activities etc. It is hoped that we can extend our interactions so that our students are connecting with city and overseas students. The use of digital technologies was identified as a means to widen our interactions.

<b>Goal 1</b>	<p>Goal: To maximise student outcomes in all areas of curriculum, with a particular focus on Literacy and Numeracy</p> <p>FISO Priority: Excellence in Teaching and Learning FISO Initiative(s):</p> <ul style="list-style-type: none"> <li>• Building practice excellence</li> <li>• Curriculum planning and assessment</li> <li>• Evidence-based high impact teaching strategies</li> <li>• Evaluating impact on learning</li> </ul>
<b>12 month target 1.1</b>	<p>On Demand English, Mathematics, Reading, Word Building, Statistics and Data, Number and Algebra and Measurement and Geometry to show at least one year's growth in all grade 3-6 students. Spelling SWST test to indicate at least one year's growth in Spelling Age.</p> <p>.</p>
<b>FISO Initiative</b>	<p>Building practice excellence</p>
<b>Key Improvement Strategies</b>	
KIS 1	<ul style="list-style-type: none"> <li>• Maintain and further develop effective planning and build teacher collective efficacy in using high impact, evidence-based strategies.</li> </ul>
KIS 2	<ul style="list-style-type: none"> <li>• Consolidate and embed the consistent approach to teaching Literacy and Numeracy, with effective development of all staff.</li> </ul>
KIS 3	<ul style="list-style-type: none"> <li>• Build teacher capacity to explicitly teach, assess and moderate writing and spelling.</li> </ul>

KIS 4	<ul style="list-style-type: none"> <li>Improve teacher moderation to inform teacher judgements.</li> </ul>
<b>Goal 2</b>	<p>To enhance student learning outcomes, engagement and wellbeing through a culture that promotes competence and confidence in engaging with the local and global community.</p> <p>FISO Priority: Community Engagement in Learning FISO Initiative(s):</p> <ul style="list-style-type: none"> <li>Building communities</li> <li>Global citizenship</li> <li>Parents and carers as partners</li> <li>Networks with school, services and agencies.</li> </ul>
<b>12 month target 2.1</b>	<p>All staff have an ICT goal within their PDP. Demonstrated improvement in student ICT skills (Student survey/teacher judgement).</p>
<b>FISO Initiative</b>	Building communities
<b>Key Improvement Strategies</b>	
KIS 1	<ul style="list-style-type: none"> <li>Improve the capacity of teachers to contribute to student wellbeing.</li> </ul>

## Define Evidence of Impact and Activities and Milestones - 2018

Lake Charm Primary School (2122)

<b>Goal 1</b>	<p>Goal: To maximise student outcomes in all areas of curriculum, with a particular focus on Literacy and Numeracy</p> <p>FISO Priority: Excellence in Teaching and Learning FISO Initiative(s):</p> <ul style="list-style-type: none"> <li>Building practice excellence</li> <li>Curriculum planning and assessment</li> </ul>
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	<ul style="list-style-type: none"> <li>Evidence-based high impact teaching strategies</li> <li>Evaluating impact on learning</li> </ul>			
<b>12 month target 1.1</b>	On Demand English, Mathematics, Reading, Word Building, Statistics and Data, Number and Algebra and Measurement and Geometry to show at least one year's growth in all grade 3-6 students. Spelling SWST test to indicate at least one year's growth in Spelling Age.			
<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 1</b>	<ul style="list-style-type: none"> <li>Maintain and further develop effective planning and build teacher collective efficacy in using high impact, evidence-based strategies.</li> </ul>			
Actions	<p>Develop teacher capacity and understanding to use ongoing assessment to identify individual student's learning needs. Develop teacher capacity and understanding that quality assessment needs to drive instruction in the classroom.</p> <p>Develop teacher capacity and understanding especially through professional development in Writing, Spelling and use of Digital Technologies, including Top Paddock joint video conferences, and learning walks in other schools.</p> <p>Develop teacher knowledge and capacity to work as effective teams utilising a PLC/PLT process to improve outcomes through collaborative planning and assessment. Planning is to show evidence of differentiated curriculum and use of assessment.</p>			
Evidence of impact	<p>Teacher planning to show evidence of use of assessment to drive instruction, and the provision of a differentiated curriculum especially in Literacy and Numeracy. Assessment schedule. Planners. Attendance at PDs and regular Top Paddock link ups. Staff will establish individual learning goals using summative and formative data and share this with students and parents. Staff will implement an assessment schedule and will use this data to provide relevant differentiated teaching and learning. Individual student learning goals will be regularly reassessed and updated at least once a term. Improvement of students using On Demand data. Students will be aware of their individual learning goals and will be able to articulate them. Students will at least once a term set their own individual learning goals. Leadership will provide opportunities for staff to participate in regular professional development, including Polycom link ups and school visits. Leadership will drive the whole school approach to using assessment to monitor student's academic growth and to use assessment to drive the planning and implementation of a differentiated curriculum.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>



<p>This work will be ongoing. As much of the work is already underway, the work in Assessment and Planning to provide a differentiated curriculum will start at the beginning of the year and will continue to be reviewed throughout the year. PDs will be organised with other Top Paddock schools, including Learning Walks and involvement with PLCs. It is planned that Top Paddock PDs will be organised at three weeks durations, approximately three a term. Planning will be undertaken early in each term to develop a PD plan for the term. It is envisaged that the Lake Charm principal (me) will lead this COP, as he did in 2017.</p>	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$600.00 <input checked="" type="checkbox"/> Equity funding will be used
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<b>Goal 1</b>	<p>Goal: To maximise student outcomes in all areas of curriculum, with a particular focus on Literacy and Numeracy</p> <p>FISO Priority: Excellence in Teaching and Learning FISO Initiative(s):</p> <ul style="list-style-type: none"> <li>• Building practice excellence</li> <li>• Curriculum planning and assessment</li> <li>• Evidence-based high impact teaching strategies</li> <li>• Evaluating impact on learning</li> </ul>
<b>12 month target 1.1</b>	<p>On Demand English, Mathematics, Reading, Word Building, Statistics and Data, Number and Algebra and Measurement and Geometry to show at least one year's growth in all grade 3-6 students. Spelling SWST test to indicate at least one year's growth in Spelling Age.</p> <p>.</p>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 2</b>	<ul style="list-style-type: none"> <li>• Consolidate and embed the consistent approach to teaching Literacy and Numeracy, with effective development of all staff.</li> </ul>
Actions	<p>Ongoing assessment to identify individual student's learning needs, and to prioritise teacher P.D. requirements. Assessment to drive instruction in the classroom. Professional development in Writing, Spelling and use of Digital Technologies to be undertaken, including Top Paddock joint video conferences, and learning walks in other schools. Planning to show evidence of differentiated curriculum and use of assessment.</p>

Evidence of impact	<p>Teacher planning to show evidence of use of assessment to drive instruction, and the provision of a differentiated curriculum especially in Literacy and Numeracy. Assessment schedule. Planners. Attendance at PDs and regular Top Paddock link ups. Staff will establish individual learning goals using summative and formative data and share this with students and parents. Staff will implement an assessment schedule and will use this data to provide relevant differentiated teaching and learning. Individual student learning goals will be regularly reassessed and updated at least once a term. Teacher planning to show evidence of use of assessment to drive instruction, and the provision of a differentiated curriculum especially in Literacy and Numeracy. All classes to have Assessment schedule displayed and followed.</p> <p>Students will be aware of their individual learning goals and will be able to articulate them.</p> <p>Students will at least once a term set their own individual learning goals.</p> <p>Students will be supported to achieve their goals through the provision of a differentiated learning opportunities.</p> <p>Leadership will provide opportunities for staff to participate in regular professional development, including Polycom link ups and school visits.</p> <p>Leadership will drive the whole school approach to using assessment to monitor student's academic growth and to use assessment to drive the planning and implementation of a differentiated curriculum.</p> <p>Improvement of students using On Demand data. At least one year's growth in 12 months.</p>
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Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Regular monthly or (three week) Top Paddock meetings/professional development, especially focussing on Writing and Spelling.. Learning walks in first half and second half of the year. assessment schedules to be displayed in term 1, reviewed, updated and implemented through the year. Teachers to complete planners for each term and maintain weekly planners.</p>	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	<p>\$1,200.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

<b>Goal 1</b>	<p>Goal: To maximise student outcomes in all areas of curriculum, with a particular focus on Literacy and Numeracy</p> <p>FISO Priority: Excellence in Teaching and Learning</p> <p>FISO Initiative(s):</p> <ul style="list-style-type: none"> <li>• Building practice excellence</li> <li>• Curriculum planning and assessment</li> </ul>
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	<ul style="list-style-type: none"> <li>Evidence-based high impact teaching strategies</li> <li>Evaluating impact on learning</li> </ul>			
<b>12 month target 1.1</b>	On Demand English, Mathematics, Reading, Word Building, Statistics and Data, Number and Algebra and Measurement and Geometry to show at least one year's growth in all grade 3-6 students. Spelling SWST test to indicate at least one year's growth in Spelling Age.			
<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 3</b>	<ul style="list-style-type: none"> <li>Build teacher capacity to explicitly teach, assess and moderate writing and spelling.</li> </ul>			
Actions	<p>Staff will undertake with other small schools (Top Paddock) regular joint professional development and teacher moderation, and learning walks focused on Writing and Spelling. Staff will regularly review assessment of Writing using assessment tools, such as NAPLAN Writing assessment tool.</p> <p>Staff will regularly assess Writing and identify individual learning needs. Staff will complete monthly assessment of Spelling, using assessment tests such as On Demand Word Building, old NAPLAN tests and Single Word Spelling Test(SWST). Staff will use digital technologies to enhance the teaching and learning of Spelling and Writing eg. FUSE sites and Spelling Free.</p> <p>Students will be aware of their individual learning goals and will be able to articulate them.</p> <p>Students will at least once a term set their own individual learning goals.</p> <p>Students will be supported to achieve their goals through the provision of a differentiated learning opportunities.</p> <p>Students will complete daily Writing and Spelling activities.</p>			
Evidence of impact	<p>Students will demonstrate improved performance in On Demand, NAPLAN and SWST Spelling. At least one year's growth in one year, but hopefully higher. Students to be able to verbalise their Learning Goals/weaknesses in Spelling.</p> <p>Improved performance in Writing, as evidenced by NAPLAN scoring.</p> <p>Staff Weekly planners to focus on individual learning needs identified in formal assessment of pieces of student Writing.</p> <p>Staff will regularly participate in Top Paddock joint professional development and teacher moderation, and learning walks focused on Writing and Spelling. Leadership will provide opportunities for staff to participate in regular professional development, including Polycom link ups and school visits.</p> <p>Leadership will drive the whole school approach to using assessment to monitor student's academic growth and to use assessment to drive the planning and implementation of a differentiated curriculum, especially in Writing and Spelling.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>

<p>Regular monthly or (three week) Top Paddock meetings/professional development, especially focussing on Writing and Spelling. Learning walks in first half and second half of the year. assessment schedules to be displayed in term 1, reviewed, updated and implemented through the year. Monthly assessment of Spelling and Writing. Teachers to complete planners for each term and maintain weekly planners.</p>	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$600.00 <input checked="" type="checkbox"/> Equity funding will be used
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<b>Goal 1</b>	<p>Goal: To maximise student outcomes in all areas of curriculum, with a particular focus on Literacy and Numeracy</p> <p>FISO Priority: Excellence in Teaching and Learning FISO Initiative(s):</p> <ul style="list-style-type: none"> <li>• Building practice excellence</li> <li>• Curriculum planning and assessment</li> <li>• Evidence-based high impact teaching strategies</li> <li>• Evaluating impact on learning</li> </ul>
<b>12 month target 1.1</b>	<p>On Demand English, Mathematics, Reading, Word Building, Statistics and Data, Number and Algebra and Measurement and Geometry to show at least one year's growth in all grade 3-6 students. Spelling SWST test to indicate at least one year's growth in Spelling Age.</p> <p>.</p>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 4</b>	<ul style="list-style-type: none"> <li>• Improve teacher moderation to inform teacher judgements.</li> </ul>
Actions	<p>Professional Development with teachers from other schools, focussing on assessing Writing. NAPLAN Writing Assessment keys to be used in classrooms. Several teachers to assess separately the same piece of writing , and discuss their assessments, with a moderator to assist. Improved performance in Writing, as evidenced by NAPLAN scoring. Staff Weekly planners to focus on individual learning needs identified in formal assessment of pieces of student Writing.</p>
Evidence of impact	<p>Consistent teacher judgements related to Writing. Several teachers to assess separately the same piece of writing , and discuss their assessments, with a moderator to assist. Student assessment data to indicate at least a year's growth for each student in Writing and Spelling.</p>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
PD on Writing assessment to be conducted early in school year,	Principal	<input checked="" type="checkbox"/> Yes	from: Term 4 to:	\$600.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To enhance student learning outcomes, engagement and wellbeing through a culture that promotes competence and confidence in engaging with the local and global community.  FISO Priority: Community Engagement in Learning FISO Initiative(s): <ul style="list-style-type: none"> <li>• Building communities</li> <li>• Global citizenship</li> <li>• Parents and carers as partners</li> <li>• Networks with school, services and agencies.</li> </ul>
<b>12 month target 2.1</b>	All staff have an ICT goal within their PDP. Demonstrated improvement in student ICT skills (Student survey/teacher judgement).
<b>FISO Initiative</b>	Building communities
<b>Key Improvement Strategy 1</b>	<ul style="list-style-type: none"> <li>• Improve the capacity of teachers to contribute to student wellbeing.</li> </ul>
Actions	Students will interact through technology with students from other schools regional, city and overseas. Staff to make and extend links with other schools in our district, in Melbourne (eg. Thomastown Meadows) and overseas-Indonesian schools. Staff to use the Polycom video conference more effectively to break down the isolation and to improve the provision of Teaching and Learning. Leadership to provide professional development for all teaching staff to improve their confidence in using digital technologies for Teaching and Learning, especially related to linking with other schools and organisations outside our local district.
Evidence of impact	Use of technology to increase. Regular links to be created and maintained-refer to Work Programs. Student survey data to reflect their positive attitude to links with other students.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
PD on use of Digital Technologies, especially focussing on use of Polycom and other electronic means of communication, to be undertaken early in year. Regular contact with local, Melbourne and overseas students to occur on a monthly basis.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$600.00 <input checked="" type="checkbox"/> Equity funding will be used

## Professional Learning and Development Plan - 2018

Lake Charm Primary School (2122)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
This work will be ongoing. As much of the work is already underway, the work in Assessment and Planning to provide a differentiated curriculum will start at the beginning of the year and will continue to be reviewed throughout the year. PDs will be organised with other Top Paddock schools, including Learning Walks and involvement with PLCs. It is planned that Top Paddock PDs will be organised at three weeks durations, approximately three a term. Planning will be undertaken	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site  Both onsite and offsite. Use of video conference for most PD. Visits to other schools.

early in each term to develop a PD plan for the term. It is envisaged that the Lake Charm principal (me) will lead this COP, as he did in 2017.						
Regular monthly or (three week) Top Paddock meetings/professional development, especially focussing on Writing and Spelling.. Learning walks in first half and second half of the year. assessment schedules to be displayed in term 1, reviewed, updated and implemented through the year. Teachers to complete planners for each term and maintain weekly planners.	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site  Both onsite and offsite. Use of video conference for most PD. Visits to other schools.
Regular monthly or (three week) Top Paddock meetings/professional development, especially focussing on Writing and Spelling. Learning walks in first half and second half of the year. assessment schedules to be displayed in term 1, reviewed, updated and implemented through the year. Monthly assessment of Spelling and Writing. Teachers to complete	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site  Both onsite and offsite. Use of video conference for most PD. Visits to other schools.

planners for each term and maintain weekly planners.						
PD on Writing assessment to be conducted early in school year,	Principal	from: 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"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
PD on use of Digital Technologies, especially focussing on use of Polycom and other electronic means of communication, to be undertaken early in year. Regular contact with local, Melbourne and overseas students to occur on a monthly basis.	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site  Both onsite and offsite. Use of video conference for most PD. Visits to other schools.

## Documents that support the plan

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

### Dimension 1

[LC Pre-review Self-evaluation Report.docx \(0.3 MB\)](#)

### Self-evaluation Summary

[2017 Lake Charm 2122 School Annual Implementation Plan final.docx \(0.13 MB\)](#)

[LC Pre-review Self-evaluation Report.docx \(0.3 MB\)](#)

### 2018 Annual Implementation Plan

[Lake Charm Primary School Peer Review Report.docx \(0.43 MB\)](#)

[LC Pre-review Self-evaluation Report.docx \(0.3 MB\)](#)