

2018 Annual Implementation Plan

for improving student outcomes

Roxburgh Homestead Primary School (5443)



Submitted for review by Julie Lowerson (School Principal) on 04 December, 2017 at 11:03 AM
Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 13 February, 2018 at 06:59 PM
Endorsed by Ali Sahin (School Council President) on 26 February, 2018 at 03:39 PM

Self-evaluation Summary - 2018

Roxburgh Homestead Primary School (5443)

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

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

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

Enter your reflective comments	We have audited the external demands that currently exist at RHPS.
Considerations for 2019	The schools focus will be on the core business of teaching and learning, driven by our school data and the Professional Learning to support this will be context specific.
Documents that support this plan	2017_5443 Roxburgh Homestead Primary School _Annual_Implementation_Plan_August 2017.docx (0.18 MB) DSSI Agreement 2018.docx (0.03 MB)

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Roxburgh Homestead Primary School (5443)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To improve the quality of teaching by strengthening and expanding the repertoire of teachers (and pre-service teachers) and able to deploy the ten theories of action (HITS) and at least three models of practice.	For each deemed capable student to achieve at least 12 weeks in 10 growth in learning as measured by Vic Curriculum during each school year in Literacy and Numeracy.	Yes	<p>Reading NAPLAN</p> <ul style="list-style-type: none"> -In reading moving top 2 bands from 25% to 30% -Reduce the number of students for bottom 2 bands for 22% to 20% -Move relative growth in medium to high growth from 69% to 70% <p>Numeracy NAPLAN</p> <ul style="list-style-type: none"> -Move top 2 bands from 19% to 20% -Reduce bottom 2 bands 22% to 20% -Increase relative growth (Gain) for 59% to 61% 	Building practice excellence
All Roxburgh Homestead Primary School students will be highly connected to school, motivated and engaged in their learning.	Scores on the student Attitudes to School Survey to remain within the effective range (50-75th percentiles) To ensure our students feel safe, engaged and connected to our school.	Yes	To increase the % of positive endorsement in collective efficacy from 57% to 65% Increase positive endorsement in Academic Emphasis from 45% to 60%	Setting expectations and promoting inclusion

			<p>To increase student agreement in Stimulating Learning (years 5-6) from 77% to 83%</p> <p>To increase student agreement in Learning Confidence from 79% to 85%</p> <p>To increase student agreement in Student Safety from 82% to 87%</p> <p>To improve our Attendance rate from 89% to 93%</p>	
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Improvement Initiatives Rationale	
<p>We have been identified as a Transform school from the School Performance Report - NAPLAN data in Literacy and Numeracy. In this AIP we are aligning human and financial resources to support the improvement of our academic data by implementing Practice Principles for Excellence in Teaching and Learning - Excellence in Teaching and Learning to address reading data - moving top 2 bands from 25% to 30%, reduce the number of students for bottom 2 bands for 22% to 20%, move relative growth in medium to high growth from 69% to 70%. In Numeracy -Move top 2 bands from 19% to 20%, reduce bottom 2 bands 22% to 20%, increase relative growth (Gain) for 59% to 61%.</p> <p>We have been identified as a transform school in School Climate and Renew for Student Attitude we plan to align financial and human resourcing plus implement positive climate for learning initiatives and systems to increase the % of positive endorsement in collective efficacy from 57% to 65%</p> <p>Increase positive endorsement in Academic Emphasis from 45% to 60% and To increase student agreement in Stimulating Learning (years 5-6) from 77% to 83%</p> <p>To increase student agreement in Learning Confidence from 79% to 85%</p> <p>To increase student agreement in Student Safety from 82% to 87%</p> <p>To improve our Attendance rate from 89% to 93%</p>	

Goal 1	To improve the quality of teaching by strengthening and expanding the repertoire of teachers (and pre-service teachers) and able to deploy the ten theories of action (HITS) and at least three models of practice.
12 month target 1.1	<p>Reading NAPLAN</p> <ul style="list-style-type: none"> -In reading moving top 2 bands from 25% to 30% -Reduce the number of students for bottom 2 bands for 22% to 20%

	<p>-Move relative growth in medium to high growth from 69% to 70%</p> <p>Numeracy NAPLAN</p> <p>-Move top 2 bands from 19% to 20%</p> <p>-Reduce bottom 2 bands 22% to 20%</p> <p>-Increase relative growth (Gain) for 59% to 61%</p>
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Develop school wide pedagogical models for literacy
KIS 2	-Develop school wide pedagogical models for numeracy

Goal 2	All Roxburgh Homestead Primary School students will be highly connected to school, motivated and engaged in their learning.
12 month target 2.1	<p>To increase the % of positive endorsement in collective efficacy from 57% to 65%</p> <p>Increase positive endorsement in Academic Emphasis from 45% to 60%</p> <p>To increase student agreement in Stimulating Learning (years 5-6) from 77% to 83%</p> <p>To increase student agreement in Learning Confidence from 79% to 85%</p> <p>To increase student agreement in Student Safety from 82% to 87%</p> <p>To improve our Attendance rate from 89% to 93%</p>
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategies	
KIS 1	Develop a plan to ensure student agency is explicit in learning, implement school wide positive climate for learning and develop a stimulating and challenging curriculum which will be communicated to parents, some of which will require parental input and feedback

Define Evidence of Impact and Activities and Milestones - 2018

Roxburgh Homestead Primary School (5443)

Goal 1	To improve the quality of teaching by strengthening and expanding the repertoire of teachers (and pre-service teachers) and able to deploy the ten theories of action (HITS) and at least three models of practice.
12 month target 1.1	<p>Reading NAPLAN</p> <ul style="list-style-type: none"> -In reading moving top 2 bands from 25% to 30% -Reduce the number of students for bottom 2 bands for 22% to 20% -Move relative growth in medium to high growth from 69% to 70% <p>Numeracy NAPLAN</p> <ul style="list-style-type: none"> -Move top 2 bands from 19% to 20% -Reduce bottom 2 bands 22% to 20% -Increase relative growth (Gain) for 59% to 61%
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Develop school wide pedagogical models for literacy
Actions	<ul style="list-style-type: none"> -Implement professional development to develop a consistent, research based approach towards teaching literacy referring to HITS -Use the Continuum of Practice as a baseline to establish understanding and consistency of practice -Dialogic Teaching a priority teaching model across the school to be supported by Dr. Julie Hamston -Develop Professional Learning Communities -Teacher professional reading related to problems of practice -Leading Teachers and Literacy Specialist attending and supporting planning -A developed Observation Cycle and regular feedback on teaching and learning -Develop a whole school deep understanding of the use and purpose of assessment to inform planning for student learning -Develop teacher capacity to connect student assessment with learning to evaluate and modify their teaching practice
Evidence of impact	<p>Leaders will -</p> <ul style="list-style-type: none"> Observe best practice (HITS) and using the Continuum of Practice to track practice improvement See consistent practice across teams Observe consistent planning documentation read discussion around best practice through PLC Action Agreement Collect transcripts from observations showing development in teaching practice <p>Teachers will -</p>

	<p>have a deeper understand of the purpose of HITS and documented in this in their PLC AAs HITS strategies are present in unit and weekly planners record evidence of reflection after observation feedback document how they used data effectively in their planning</p> <p>Students - be able to articulate lesson structure according RHPS teaching models school performance report will indicate an improvement % in Stimulating Learning and Learning Confidence growth in academic progress in literacy measures</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Professional Learning on Reading and Writing Data Literacy and Professional Learning Communities. Teachers released to attend Literacy Professional Development. .	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Lead literacy models of practice, introduce the continua of practice, teacher professional reading related to problems of practice. Implement Observation Cycle and regular feedback on the teaching and learning of literacy.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Dr. Julie Hamston developing Dialogic Teaching Framework and developing an oral language curriculum This will include Dr Julie Hamston supporting planning and observing teacher practice.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Developing middle level leaders to lead high functioning literacy PLCs. This will include Suzanne Gilheany continuing her work developing the capacity of middle leaders, Team Leaders and aspirant leaders	Principal	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$7,500.00 <input checked="" type="checkbox"/> Equity funding will be used

Literacy Specialists will attend and support planning Support the observation cycle Develop PLC protocols, data conversations and problems of practice Support the implementation of consistent models of practice This will include Professional Learning, LT and literacy Support wage	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implementation of HITS strategies to support consistent models of practice and excellence in teaching and learning.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	To improve the quality of teaching by strengthening and expanding the repertoire of teachers (and pre-service teachers) and able to deploy the ten theories of action (HITS) and at least three models of practice.
12 month target 1.1	<p>Reading NAPLAN</p> <ul style="list-style-type: none"> -In reading moving top 2 bands from 25% to 30% -Reduce the number of students for bottom 2 bands for 22% to 20% -Move relative growth in medium to high growth from 69% to 70% <p>Numeracy NAPLAN</p> <ul style="list-style-type: none"> -Move top 2 bands from 19% to 20% -Reduce bottom 2 bands 22% to 20% -Increase relative growth (Gain) for 59% to 61%
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	-Develop school wide pedagogical models for numeracy
Actions	<ul style="list-style-type: none"> -Professional development to develop a consistent, research based approach towards teaching Numeracy. -Professional development to develop a consistent, research based approach towards teaching literacy referring to HITS -Teacher professional reading related to problems of practice -Develop Professional Learning Communities -Leading Teachers and Numeracy Specialist attending and supporting planning -A developed Observation Cycle and regular feedback on teaching

	<p>-Develop a whole school deep understanding of the use and purpose of assessment to inform planning for student learning. -Develop teacher capacity to connect student assessment with learning to evaluate and modify their teaching practice.</p>			
Evidence of impact	<p>Leaders will - Observe best practice (HITS) and using the Continuum of Practice to track practice improvement See consistent practice across teams Observe consistent planning documentation read discussion around best practice through PLC Action Agreement Collect transcripts from observations showing development in teaching practice</p> <p>Teachers will - have a deeper understand of the purpose of HITS and documented in this in their PLC AAs HITS strategies are present in unit and weekly planners record evidence of reflection after observation feedback document how they used data effectively in their planning</p> <p>Students - be able to articulate lesson structure according RHPS teaching models school performance report will indicate an improvement % in Stimulating Learning and Learning Confidence growth in academic progress in Numeracy measures</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Lead and implement consistent models of practice for Numeracy, Professional Learning Communities supporting best practice, data literacy and problems of practice. Lead a observation cycle providing feedback to support practice excellence.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Dr. Julie Hamston to develop Dialogic Teaching model and the the vocabulary and meta language to support Numeracy teaching.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Developing middle level leaders to support high functioning Professional Learning Communities. This will include Suzanne Gilheany continuing her work with Team Leaders and aspirant leaders and professional learning for staff.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$7,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Numeracy Specialists to attend weekly planning meetings, support the implementation of consistent models of practice for Numeracy, Lead Professional Learning Communities supporting best practice and data literacy and problems of practice.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$75,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Numeracy Specialists to lead the Implementation of HITS strategies to support best practice of numeracy, introduce the continua of practice and observation cycle providing feedback on practice to staff.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	All Roxburgh Homestead Primary School students will be highly connected to school, motivated and engaged in their learning.
12 month target 2.1	To increase the % of positive endorsement in collective efficacy from 57% to 65% Increase positive endorsement in Academic Emphasis from 45% to 60% To increase student agreement in Stimulating Learning (years 5-6) from 77% to 83% To increase student agreement in Learning Confidence from 79% to 85% To increase student agreement in Student Safety from 82% to 87% To improve our Attendance rate from 89% to 93%
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategy 1	Develop a plan to ensure student agency is explicit in learning, implement school wide positive climate for learning and develop a stimulating and challenging curriculum which will be communicated to parents, some of which will require parental input and feedback
Actions	-Provide funding to learning spaces and creating engaging learning environments -Introduce an inquiry approach to learning through newly developed 21st Century Learning and Inquiry Curriculum focusing on student Learning Behaviours across all content areas -Provide the modeling of Inquiry based instruction -Develop an organisational structure to support Positive Climate for Learning learning -Continue to develop a Social and Emotional Learning Curriculum including SWPBS and Respectful Relationships

	<ul style="list-style-type: none"> -Initiatives such as termly academic celebrations and School Houses -Create opportunities for student voice -Administer and track responses from student attitude to school surveys 			
Evidence of impact	<p>Leaders will -</p> <ul style="list-style-type: none"> collect 21st Century Learning Behaviour matrices collect written reflection from observations see a reduction of outside incidences being recorded on Compass review responses from Student Opinion Surveys <p>Teachers will -</p> <ul style="list-style-type: none"> asses student using 21st Century Learning Behaviours matrix have evidence of student voice opportunities in their weekly planning have evidence of SEL, SWPBS and RR in planning documentation and AA <p>Students -</p> <ul style="list-style-type: none"> being able to articulate the behaviours of 21st Century learners indicating on Student Opinion Surveys that they are feeling academically changed and safe 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Health / Physical Education Teacher to lead and implement school houses and school house events to promote a positive climate for learning, school pride and connectedness.	Curriculum Co-ordinator (s)	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
21st Century Learning Leader will lead a newly developed curriculum to support the development of 21st century learning skills and to support teachers with an inquiry approach.	KLA Leader	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide funding to learning spaces and creating engaging learning environments 21st Century Design Team Curriculum and resourcing Dr Ben Cleveland a research fellow - consultancy	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$300,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Science Specialist to implement a new science curriculum, teach an in depth science program to support student engagement and student learning in science.	KLA Leader	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Assistant Principal to attend SWPBS professional development and to lead and develop a plan to ensure student agency is explicit in learning, implement school wide positive climate for learning and develop a stimulating and challenging curriculum which will be communicated to parents, some of which will require parental input and feedback	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Introduced onsite psychologist to support school wide positive climate for learning and support students, teachers and families to with strategies to promote positive well being and school connectedness.	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement termly whole school community events to promote community connectedness.	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$30,000.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Roxburgh Homestead Primary School (5443)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional Learning on Reading and Writing Data Literacy and Professional Learning Communities. Teachers released to attend Literacy Professional Development.	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site BASTOW

			<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"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants Dr Julie Hamston	
Lead literacy models of practice, introduce the continua of practice, teacher professional reading related to problems of practice. Implement Observation Cycle and regular feedback on the teaching and learning of literacy.	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised 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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Dr. Julie Hamston developing Dialogic Teaching Framework and developing an oral language curriculum This will include Dr Julie Hamston supporting planning and observing teacher practice.	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Dr Julie Hamston	<input checked="" type="checkbox"/> On-site
Developing middle level leaders to lead high functioning literacy PLCs. This will include Suzanne	Principal	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site

Gilheany continuing her work developing the capacity of middle leaders, Team Leaders and aspirant leaders			<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development		Susan Gilheaney - Leadership consultant	
Literacy Specialists will attend and support planning Support the observation cycle Develop PLC protocols, data conversations and problems of practice Support the implementation of consistent models of practice This will include Professional Learning, LT and literacy Support wage	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <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"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Implementation of HITS strategies to support consistent models of practice and excellence in teaching and learning.	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Lead and implement consistent models of practice for Numeracy, Professional Learning Communities supporting best practice, data literacy and problems of practice. Lead a observation cycle providing feedback to support practice excellence.	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site

Dr. Julie Hamston to develop Dialogic Teaching model and the the vocabulary and meta language to support Numeracy teaching.	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <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"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> External consultants Dr Julie Hamston	<input checked="" type="checkbox"/> On-site
Developing middle level leaders to support high functioning Professional Learning Communities. This will include Suzanne Gilheany continuing her work with Team Leaders and aspirant leaders and professional learning for staff.	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Suzanne Gilheany	<input checked="" type="checkbox"/> On-site
Numeracy Specialists to attend weekly planning meetings, support the implementation of consistent models of practice for Numeracy, Lead Professional Learning Communities supporting best practice and data literacy and problems of practice.	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Numeracy Specialists to lead the Implementation of HITS strategies to support best practice of numeracy, introduce the continua of practice and observation	Leading 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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site Bastow

cycle providing feedback on practice to staff.						
21st Century Learning Leader will lead a newly developed curriculum to support the development of 21st century learning skills and to support teachers with an inquiry approach.	KLA Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Assistant Principal to attend SWPBS professional development and to lead and develop a plan to ensure student agency is explicit in learning, implement school wide positive climate for learning and develop a stimulating and challenging curriculum which will be communicated to parents, some of which will require parental input and feedback	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> Off-site SWPBS

Documents that support the plan

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

Dimension 5

[Inquiry Scope and Sequence 2018.pdf \(0.27 MB\)](#)

Self-evaluation Summary

[2017_5443 Roxburgh Homestead Primary School Annual Implementation Plan August 2017.docx \(0.18 MB\)](#)

[DSSI Agreement 2018.docx \(0.03 MB\)](#)