

2018 Annual Implementation Plan

for improving student outcomes

Hesket Primary School (1004)



Submitted for review by Glenda Miller (School Principal) on 07 December, 2017 at 03:59 PM
Endorsed by Leonie Roberts (Senior Education Improvement Leader) on 07 December, 2017 at 10:52 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Hesket Primary School (1004)

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

Positive climate for learning	Empowering students and building school pride	Evolving
	Setting expectations and promoting inclusion	Emerging
	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	Evolving

Enter your reflective comments	Hesket Primary School undertook School Review in 2017. The Pre-Review Self Evaluation Report was prepared by an Acting Principal who was at the school for Term 1 and Term 2. Subsequently the school has had a further two Acting Principals during 2017. During Term 3 and Term 4 one of the classroom teachers undertook a contract at another school and so one of the two classrooms has been supported by a teacher on a 6 month contract. 2017 has been a year of significant instability for the school. While some work has been undertaken to develop processes for curriculum planning and assessment, much work is still required in implementing The Framework for School Improvement. A focussed and needs driven school wide Professional Learning Plan is critical initial work.
Considerations for 2019	Agreed and consistently implemented Effective Lesson Model Shared, consistent and differentiated planning Highly focussed professional learning Effective use of reading and writing resources purchased in 2017

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Hesket Primary School (1004)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
<p>Student Achievement Goal: Develop self-motivated learners with strong academic skills and capabilities that will enable them to connect with the wider globalised community</p>	<p>NAPLAN By 2020 to have 20% of students achieving in the top 2 bands on NAPLAN Reading, Writing and Numeracy. By 2020 to have 0% of students achieving low growth and at least 40% of students achieving high growth from Year Three – Year Five in all learning areas. Teacher Judgement: To increase the % of students assessed at Above Age Expected in Reading and Viewing and Writing to 20% To increase the % of students assessed at Above Age Expected in Number and Algebra to 20%</p> <p>Parent Opinion Survey</p>	Yes	<p>NAPLAN</p> <p>In 2018 to have 10% of students achieving in the top 2 bands on NAPLAN Reading, Writing and Numeracy.</p> <p>Growth will not be applicable in 2018 given that there will be no Grade 5 enrolments..</p> <p>Teacher Judgement:</p> <p>In 2018 to have 10% of students assessed at Above Age Expected in Reading and Viewing and Writing</p>	Building practice excellence

	<p>Parent opinion Survey 90% positive response rate for the following framework factors In 2017:</p> <ul style="list-style-type: none"> • Effective Teaching 88 % <p>Parent Opinion Survey Parent opinion Survey 90% positive response rate for the following framework factors In 2017:</p> <ul style="list-style-type: none"> • Effective Teaching 88 % 		<p>In 2018 to have 10% of students assessed at Above Age Expected in Number and Algebra to 20%</p> <p>Parent Opinion Survey</p> <p>Parent opinion Survey 90% positive response rate for the following framework factors</p> <p>In 2017:</p> <ul style="list-style-type: none"> •Effective Teaching 88 % 	
<p>Student Engagement Goal: Develop student voice in their own learning</p>	<p>Student Attitudes to School Survey Student Attitude to school learner factors at or above 85% In 2017:</p> <ul style="list-style-type: none"> • Stimulating learning: 58% • Effort: 67% 	Yes	<p>Student Attitudes to School Survey Student Attitude to school learner factors at or above 75% In 2017:</p> <ul style="list-style-type: none"> • Stimulating learning: 58% 	<p>Empowering students and building school pride</p>

	<ul style="list-style-type: none"> • Differentiated Learning Challenge: 72% • Student Voice and Agency: 83% <p>• </p> <p>Parent Opinion Survey Parent opinion Survey 90% positive response rate for the following framework In 2017:</p> <ul style="list-style-type: none"> • Stimulating Learning Environment 83% • Student Agency and Voice 83% 		<ul style="list-style-type: none"> • Effort: 67% • Differentiated Learning Challenge: 72% • Student Voice and Agency: 83% 	
<p>Student Wellbeing Goal Develop an inclusive environment that nurtures the wellbeing of the whole child, and strengthen communication with families and the community</p>	<p>Parent Opinion Survey Parent opinion Survey 90% positive response rate for the following framework factors In 2017:</p> <ul style="list-style-type: none"> • Student Motivation and Support 88% • Experience of Bullying 75% 	No	<p>Parent Opinion Survey</p> <p>Parent opinion Survey 85% positive response rate for the following framework factors In 2017:</p> <ul style="list-style-type: none"> • Student Motivation 	

	<ul style="list-style-type: none"> • School Connectedness 83% <p>To increase the percentage of parents completing the Parent Opinion Survey to reflect 75% of families</p> <p>Student Attitudes to School Survey</p> <p>Student Attitude to school learner factors at or above 85%</p> <p>In 2017</p> <ul style="list-style-type: none"> • Experience of Bullying 33% • School Connectedness: 43% • Sense of inclusion: 79% <p>Resilience: 75%</p>		<p>and Support 88%</p> <ul style="list-style-type: none"> • Experience of Bullying 75% • School Connectedness 83% <p>To increase the percentage of parents completing the Parent Opinion Survey to reflect 75% of families</p> <p>To increase the percentage of parents completing the Parent Opinion Survey to reflect 50% of families</p> <p>Student Attitudes to School Survey</p> <p>Student Attitude to school learner factors at or above 80%</p> <p>In 2017</p> <ul style="list-style-type: none"> • Experience of Bullying 33% • School Connectedness: 43% • Sense of inclusion: 79% • Resilience: 75% 	
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Improvement Initiatives Rationale

School Review 2017 noted concern in relation to student outcomes and identified planning and instructional delivery of the curriculum as next work.

Goal 1	Student Achievement Goal: Develop self-motivated learners with strong academic skills and capabilities that will enable them to connect with the wider globalised community
12 month target 1.1	<p>NAPLAN</p> <p>In 2018 to have 10% of students achieving in the top 2 bands on NAPLAN Reading, Writing and Numeracy.</p> <p>Growth will not be applicable in 2018 given that there will be no Grade 5 enrolments..</p> <p>Teacher Judgement:</p> <p>In 2018 to have 10% of students assessed at Above Age Expected in Reading and Viewing and Writing</p> <p>In 2018 to have 10% of students assessed at Above Age Expected in Number and Algebra to 20%</p> <p>Parent Opinion Survey</p> <p>Parent opinion Survey 90% positive response rate for the following framework factors</p>

	In 2017: •Effective Teaching 88 %
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Build teacher capacity and student confidence in understanding and utilising a range of assessment strategies to accurately assess student progress and plan future learning.
KIS 2	Build the effectiveness and efficacy of each teacher by implementing an agreed research-based instructional classroom delivery model and instructional practices across the school.

Goal 2	Student Engagement Goal: Develop student voice in their own learning
12 month target 2.1	<p>Student Attitudes to School Survey Student Attitude to school learner factors at or above 75%</p> <p>In 2017:</p> <ul style="list-style-type: none"> • Stimulating learning: 58% • Effort: 67% • Differentiated Learning Challenge: 72% • Student Voice and Agency: 83%

	Parent Opinion Survey Parent opinion Survey 90% positive response rate for the following framework In 2017: <ul style="list-style-type: none"> • Stimulating Learning Environment 83% • Student Agency and Voice 83%
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Plan for challenging goals and effective feedback to facilitate personalised learning with students.
KIS 2	Plan for challenging goals and effective feedback to facilitate personalised learning with students.
KIS 3	Build opportunities for increased student voice and ownership of their learning

Define Evidence of Impact and Activities and Milestones - 2018

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Goal 1	Student Achievement Goal: Develop self-motivated learners with strong academic skills and capabilities that will enable them to connect with the wider globalised community
12 month target 1.1	NAPLAN In 2018 to have 10% of students achieving in the top 2 bands on NAPLAN Reading, Writing and Numeracy. Growth will not be applicable in 2018 given that there will be no Grade 5 enrolments.. Teacher Judgement:

	<p>In 2018 to have 10% of students assessed at Above Age Expected in Reading and Viewing and Writing</p> <p>In 2018 to have 10% of students assessed at Above Age Expected in Number and Algebra to 20%</p> <p>Parent Opinion Survey</p> <p>Parent opinion Survey 90% positive response rate for the following framework factors</p> <p>In 2017:</p> <ul style="list-style-type: none"> •Effective Teaching 88 %
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Build teacher capacity and student confidence in understanding and utilising a range of assessment strategies to accurately assess student progress and plan future learning.
Actions	<p>Develop a whole school deep understanding of the use and purpose of reading assessment to inform planning for student learning</p> <p>Develop teacher capacity to connect student reading assessment with learning to evaluate and modify their teaching practice</p> <p>Develop moderation practices for reading</p> <p>Develop a whole school expectation that students will make at least 12 months growth in a school year, regardless of their starting point (reading)</p>

Evidence of impact	<p>Students will: be able to articulate their learning success understand and self assess their progress and be able to articulate what they need to learn next</p> <p>Teachers will: be able to articulate their response/adjustment to teaching programs as a result of assessment evaluate the success of their teaching programs</p> <p>The Principal will: meet regularly with teachers to provide feedback on practice, with emphasis on the impact of assessment on teaching programs</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Whole school literacy professional learning through school engagement in the literacy leader learning suite	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Audit and refine and document a whole school assessment schedule and student tracking practices including formative and summative assessment (reading)	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Whole school professional learning on data (reading) - How to collect it, why we are collecting it and how the data will inform our teaching of reading Develop a whole school professional knowledge and understanding of the Fountas and Pinnell resource for assessment and teaching and learning	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to:	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Student learning data informs strategic planning of teacher individual and collective professional learning reflected in P&D plans	All Staff	<input type="checkbox"/> No	from: Term 1 to:	\$0.00 <input type="checkbox"/> Equity funding will be used

Data wall tracking triangulated student learning progress across the school in reading	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Victorian Curriculum, NAPLAN and student progress data analysed, measured and moderated across the school regularly to ensure accuracy and consistency of reading assessment and student learning needs	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers to collaborate reading assessment procedures and moderate using agreed achievement norms across cluster schools	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	Student Achievement Goal: Develop self-motivated learners with strong academic skills and capabilities that will enable them to connect with the wider globalised community
12 month target 1.1	<p>NAPLAN</p> <p>In 2018 to have 10% of students achieving in the top 2 bands on NAPLAN Reading, Writing and Numeracy.</p> <p>Growth will not be applicable in 2018 given that there will be no Grade 5 enrolments..</p> <p>Teacher Judgement:</p> <p>In 2018 to have 10% of students assessed at Above Age Expected in Reading and Viewing and Writing</p> <p>In 2018 to have 10% of students assessed at Above Age Expected in Number and Algebra to 20%</p>

	<p>Parent Opinion Survey</p> <p>Parent opinion Survey 90% positive response rate for the following framework factors</p> <p>In 2017:</p> <ul style="list-style-type: none"> •Effective Teaching 88 %
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Build the effectiveness and efficacy of each teacher by implementing an agreed research-based instructional classroom delivery model and instructional practices across the school.
Actions	<p>Develop school capacity and understanding of the Victorian Curriculum in reading</p> <p>Develop and implement a comprehensive reading curriculum</p> <p>Develop a deep understanding of researched approaches towards teaching reading and the effect it has on student learning</p> <p>Develop, document and implement a consistent, research based approach towards teaching reading</p>
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> be able to articulate the goals of each lesson, and how they know if they have successfully achieved them Understand and self assess their progress and be able to articulate what they need to learn next <p>Teachers will:</p> <ul style="list-style-type: none"> be able to articulate how writing clear and succinct learning intentions and success criteria supports students to self assess their learning progress develop rubric and assessment materials for students to use to self assess and confer regularly with students to set learning goals <p>The Principal will:</p> <ul style="list-style-type: none"> meet regularly with teachers to provide feedback on practice, adopting a coaching model to support improvement in practice.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Whole school professional learning on Victorian Curriculum Literacy through VCAA	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Audit, develop, document and implement a whole school curriculum for teaching reading including by school, by level, by curriculum and by unit.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Whole school HITS professional learning	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
HITS evident in P&D plan	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Whole school literacy professional learning through school engagement in the literacy leader learning suite	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Whole school literacy professional learning through school engagement in the literacy leader learning suite	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	Student Engagement Goal: Develop student voice in their own learning
12 month target 2.1	Student Attitudes to School Survey Student Attitude to school learner factors at or above 75%

	<p>In 2017:</p> <ul style="list-style-type: none"> • Stimulating learning: 58% • Effort: 67% • Differentiated Learning Challenge: 72% • Student Voice and Agency: 83% <p>Parent Opinion Survey Parent opinion Survey 90% positive response rate for the following framework In 2017:</p> <ul style="list-style-type: none"> • Stimulating Learning Environment 83% • Student Agency and Voice 83%
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	Plan for challenging goals and effective feedback to facilitate personalised learning with students.
Actions	Develop productive teacher- student relationships to ensure all children are engaged, challenged and extended as learners
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> be able to articulate their learning goals discuss their negotiated mode of presentation <p>Teachers will:</p> <ul style="list-style-type: none"> be able to articulate how writing clear and succinct learning intentions and success criteria supports students to self assess their

	learning progress develop rubric and assessment materials for students to use to self assess and confer regularly with students to set learning goals The Principal will: meet regularly with teachers to provide feedback on practice, adopting a coaching model to support improvement in practice.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Develop procedures and provide timetabled opportunities for students and teachers to conference to establish learning goals and negotiate modes of demonstration of learning	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop rubrics for reading instruction to support differentiation in a multi-age classroom to individualise learner expectation, feedback and assessment	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Student Engagement Goal: Develop student voice in their own learning
12 month target 2.1	Student Attitudes to School Survey Student Attitude to school learner factors at or above 75% In 2017: <ul style="list-style-type: none"> • Stimulating learning: 58% • Effort: 67% • Differentiated Learning Challenge: 72% • Student Voice and Agency: 83%

	<p>Parent Opinion Survey</p> <p>Parent opinion Survey 90% positive response rate for the following framework</p> <p>In 2017:</p> <ul style="list-style-type: none"> • Stimulating Learning Environment 83% • Student Agency and Voice 83%
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 2	Plan for challenging goals and effective feedback to facilitate personalised learning with students.
Actions	<p>Establish a culture within the community, which promotes high expectations of learning</p> <p>Investigate processes which support engagement with all families</p> <p>Develop highly effective communication and feedback across all stakeholders</p>
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> have a supportive learning community that grows a consistent belief and understanding for learning to read have learning connected with school and home through strong home and school partnerships have clear and agreed home and school expectations for reading that will support their learning have their learning communicated to them and their family <p>Teachers will:</p> <ul style="list-style-type: none"> be able to articulate the importance that family has on learning and the value for family, school and community partnerships to support reading be able to implement strategies to communicate student learning progress with families with a focus on reading be able to support families with strategies that they can employ to support their child's reading progress <p>The Principal will:</p> <ul style="list-style-type: none"> work with staff and community to develop a school community vision for family/school partnerships to supporting children as readers

	<p>meet regularly with teachers and community stakeholders to monitor, reflect, evaluate partnership practice and plan for future improvement</p> <p>Community will: Community members will be more actively engaged with the school families will know their value and role in supporting their child's reading progress</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Schedule community meetings to promote a collective responsibility for enhancing reading skills for all children and develop a shared vision and future plan for the Heskett Primary School community that will impact student learning outcomes in reading	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
Students, families and teachers communicate feedback and high expectations for reading through regular and individual comments in student reading diaries.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
The school staff consult with parents/carers and students to develop guidelines and expectations around learning and wellbeing, and plan appropriate adjustments that support individual needs to learn to read. Engage with specialised services to support individualised learning needs	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Barriers to family/community engagement in student learning are identified through the use of a survey and are documented and addressed with planned strategies to enhance engagement implemented	All Staff	<input type="checkbox"/> No	from: Term 3 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used

	Develop productive teacher-student relations to ensure all children are engaged, challenged and extended as learners Develop a culture where the school fosters student motivation and confidence for learning			
Evidence of impact	<p>Students will: be able to lead their learning conference with their teacher and their family</p> <p>Teachers will: be able to articulate an agreed meaning for student voice, student agency and student leadership at Hesket Primary School be able to support students to lead their own learning conference with their family</p> <p>The Principal will: promote the vision, value and belief for activating student voice in learning across the school community provide professional learning opportunities for all staff to support the development of a whole school understanding student voice, student agency and student leadership at Hesket Primary School document the Hesket Primary School agreed understanding of student voice and ownership for learning and plan for future implementation strategies to empower students in their learning</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
A detailed analysis of individual student outcomes data in reading is shared regularly with children	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Whole school professional development on developing student reflective thinking, goal setting and applying strategies to support the achievement of learning goals.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Develop and document a whole school agreed understanding and meaning for student voice and student agency	All Staff	<input type="checkbox"/> No	from: Term 4 to:	\$0.00 <input type="checkbox"/> Equity funding will be used

All students set personal and academic learning goals and negotiate with teachers, tailored learning opportunities to achieve these goals.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Students track and grow their own learning progress in reading - Keep their own data table and measure and monitor progress	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Timetable time for students to provide input into the evaluation and planning of programs for teaching reading	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement student lead conferences with families and teachers	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Hesket Primary School (1004)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Whole school literacy professional learning through school engagement in the literacy leader learning suite	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Audit and refine and document a whole school assessment schedule and	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

student tracking practices including formative and summative assessment (reading)			<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning			
Whole school professional learning on data (reading) - How to collect it, why we are collecting it and how the data will inform our teaching of reading Develop a whole school professional knowledge and understanding of the Fountas and Pinnell resource for assessment and teaching and learning	All Staff	from: Term 1	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Whole school professional learning on Victorian Curriculum Literacy through VCAA	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Audit, develop, document and implement a whole school curriculum for teaching reading including by school, by level, by curriculum and by unit.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Whole school HITS professional learning	All Staff	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"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Whole school literacy professional learning through school engagement in the literacy leader learning suite	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Whole school professional development on developing student reflective thinking, goal setting and applying strategies to support the achievement of learning goals.	All Staff	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Implement student lead conferences with families and teachers	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<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

[Hesket Primary School Peer Review Report 2016.doc \(0.73 MB\)](#)

[Pre-review Self-evaluation Report HPS FINAL.docx \(1.29 MB\)](#)