

# 2018 Annual Implementation Plan

## for improving student outcomes

Essendon Keilor College (8806)



## Essendon Keilor College

Submitted for review by David Adamson (School Principal) on 08 December, 2017 at 08:54 AM

Endorsed by Mona Malouf (Senior Education Improvement Leader) on 08 December, 2017 at 01:02 PM

Endorsed by Laki Mavridis (School Council President) on 11 December, 2017 at 09:31 AM

# Self-evaluation Summary - 2018

Essendon Keilor College (8806)

	<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	Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving
<b>Professional leadership</b>	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Embedding
	Vision, values and culture	Evolving

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

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

<b>Enter your reflective comments</b>	All findings are reflected in the Peer Review Report
<b>Considerations for 2019</b>	The focus in the classroom is around a safe and orderly learning environment
<b>Documents that support this plan</b>	EKDC Peer Review Report Final 2017.docx (0.38 MB)

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Essendon Keilor College (8806)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To enable the School Improvement Team and school leadership teams to effectively implement and monitor the School Strategic Plan.	<p><b>Staff Opinion Survey</b></p> <p>Improve Collective Efficacy variable from the 34th percentile (2017) to above the 50th percentile</p> <p>Improve the Teacher Collaboration variable from the 23rd percentile (2017) to above the 50th percentile</p> <p>Improve the collective Focus on Student Learning from the 43rd (2017) to above the 60th percentile</p>	Yes	<p>Staff Opinion Survey</p> <p>Improve Collective Efficacy from the 34th percentile (2017) to above the 40th percentile</p> <p>Improve Teacher Collaboration from the 23rd percentile (2017) to above the 30th percentile</p> <p>Improve Collective Focus on student learning from the 43rd percentile (2017) to above the 50th percentile</p>	Building leadership teams
To articulate and embed a model of teaching and learning to enable maximum student learning growth.	<p><b>Curriculum and Assessment</b></p> <p>Establish and implement a whole school curriculum plan which integrates learning area standards and capabilities, pedagogy and assessment in a coherent, sequential and developmental program of learning</p> <p>Embed whole school consistency in curriculum planning, high impact</p>	Yes	<p>Document whole school curriculum plan</p> <p>Adapt the instructional model to incorporate GANAG, the 9 Instructional Practices and HITS</p> <p>Design and trial the Creative and Critical Thinking capability curriculum</p> <p>Increase all VCE study scores to at or above 26</p>	Curriculum planning and assessment

	<p>teaching and learning strategies, differentiation and student agency Teacher judgement data against the Victorian Curriculum to indicate twelve months growth or more in all learning areas throughout the school.</p> <p><b>NAPLAN</b> Year 7 to Year 9 NAPLAN cohort relative growth: low growth at or below state growth benchmark (25%), high growth at or above state growth benchmark (25%) Match similar school performance in NAPLAN by 2021</p> <p><b>VCE</b> Increase all VCE study scores to at or above 28-30 Decrease the percentage of study scores below 20 and increase the percentage of scores above 30</p>		<p>Year 7 to Year 9 NAPLAN cohort relative growth: low growth at or below state growth benchmark (25%), high growth at or above state growth benchmark (25%)</p>	
<p>To develop and embed a whole school identity.</p>	<p><b>Student Attitudes to School</b> Improve Sense of Connectedness from the 33rd percentile (2017) to the 50th percentile Improve High Expectations for Success from the 38th percentile (2017) to the 50th percentile</p> <p><b>Parent Opinion Survey</b></p>	<p>Yes</p>	<p>Student Attitudes to School</p> <p>Improve Sense of Connectedness from the 33rd percentile (2017) to the 40th percentile</p> <p>Improve High Expectations for Success from the 38th percentile (2017) to the 40th percentile</p>	<p>Empowering students and building school pride</p>

	<p>Improve Student Connectedness from the 42nd percentile (2017) to the 60th percentile          Improve Parent Participation and Involvement from the 23rd percentile (2017) to the 40th percentile          Improve General Satisfaction from the 21st percentile to the 40th percentile</p> <p><b>Staff Opinion Survey</b>          Improve Climate from the 57th percentile (2017) to the State Mean (67th percentile)</p> <p><b>Attendance</b>          Reduce the average number of days of student absence at every year level and the school average from 18.91 days (2016) to 15 days</p>		<p>Parent Opinion Survey</p> <p>Improve Student Connectedness from the 42nd percentile (2017) to the 50th percentile</p> <p>Improve Parent Participation and Involvement from the 23rd percentile (2017) to the 30th percentile</p> <p>Improve General Satisfaction from the 21st percentile to the 30th percentile</p> <p>Staff Opinion Survey</p> <p>Improve Climate from the 57th percentile (2017) to the 60th percentile</p> <p>Attendance</p> <p>Reduce the average number of days of student absence at every year level and the school average from 18.91 days (2016) to 17 days</p>	
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**Improvement Initiatives Rationale**

These Goals and Targets were identified following the Peer Review and Incorporated into the new Strategic Plan beginning in 2018.

<b>Goal 1</b>	To enable the School Improvement Team and school leadership teams to effectively implement and monitor the School Strategic Plan.
<b>12 month target 1.1</b>	Staff Opinion Survey Improve Collective Efficacy from the 34th percentile (2017) to above the 40th percentile Improve Teacher Collaboration from the 23rd percentile (2017) to above the 30th percentile Improve Collective Focus on student learning from the 43rd percentile (2017) to above the 50th percentile
<b>FISO Initiative</b>	Building leadership teams
<b>Key Improvement Strategies</b>	
KIS 1	Develop and embed an agreed school philosophy, vision, values and objectives that supports the schools clearly articulated pedagogical direction and ensures high expectation and excellence in student outcomes
KIS 2	Develop and implement a whole school professional learning plan that continues investment in leadership development and teacher capacity
KIS 3	Develop and implement an organisational structure this is focused on continuous improvement

<b>Goal 2</b>	To articulate and embed a model of teaching and learning to enable maximum student learning growth.
<b>12 month target 2.1</b>	Document whole school curriculum plan Adapt the instructional model to incorporate GANAG, the 9 Instructional Practices and HITS Design and trial the Creative and Critical Thinking capability curriculum Increase all VCE study scores to at or above 26 Year 7 to Year 9 NAPLAN cohort relative growth: low growth at or below state growth benchmark (25%), high growth at or above state growth benchmark (25%)

<b>FISO Initiative</b>	Curriculum planning and assessment
<b>Key Improvement Strategies</b>	
KIS 1	Continue to develop and implement a whole school instructional model
KIS 2	Develop and implement a model for moderation across the college where clear protocols are developed and the process informs teacher judgment accuracy and planning
KIS 3	Continue to develop and implement agreement of what effective teaching looks like, where shared and transparent classroom practices are supported by high impact teaching strategies and peer observations

<b>Goal 3</b>	To develop and embed a whole school identity.
<b>12 month target 3.1</b>	<p>Student Attitudes to School</p> <p>Improve Sense of Connectedness from the 33rd percentile (2017) to the 40th percentile</p> <p>Improve High Expectations for Success from the 38th percentile (2017) to the 40th percentile</p> <p>Parent Opinion Survey</p> <p>Improve Student Connectedness from the 42nd percentile (2017) to the 50th percentile</p> <p>Improve Parent Participation and Involvement from the 23rd percentile (2017) to the 30th percentile</p> <p>Improve General Satisfaction from the 21st percentile to the 30th percentile</p> <p>Staff Opinion Survey</p> <p>Improve Climate from the 57th percentile (2017) to the 60th percentile</p>



	Attendance Reduce the average number of days of student absence at every year level and the school average from 18.91 days (2016) to 17 days
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategies</b>	
KIS 1	Implement a school wide positive behaviour model that ensure capacity building for teachers in classroom management and student ownership and accountability for learning achievement
KIS 2	Plan for the extension and enrichment of highly able students, including the introduction of the Essendon High Academy in 2019

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

Essendon Keilor College (8806)

<b>Goal 1</b>	To enable the School Improvement Team and school leadership teams to effectively implement and monitor the School Strategic Plan.
<b>12 month target 1.1</b>	Staff Opinion Survey Improve Collective Efficacy from the 34th percentile (2017) to above the 40th percentile Improve Teacher Collaboration from the 23rd percentile (2017) to above the 30th percentile Improve Collective Focus on student learning from the 43rd percentile (2017) to above the 50th percentile
<b>FISO Initiative</b>	Building leadership teams
<b>Key Improvement Strategy 1</b>	Develop and embed an agreed school philosophy, vision, values and objectives that supports the schools clearly articulated pedagogical direction and ensures high expectation and excellence in student outcomes

Actions	Introduce the new vision, mission, values and philosophy at the beginning of the year and review their currency each term			
Evidence of impact	A developing collective efficacy amongst staff			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Cross College Staff Meeting each Term to discuss the vision, mission and values	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	To enable the School Improvement Team and school leadership teams to effectively implement and monitor the School Strategic Plan.			
<b>12 month target 1.1</b>	Staff Opinion Survey Improve Collective Efficacy from the 34th percentile (2017) to above the 40th percentile Improve Teacher Collaboration from the 23rd percentile (2017) to above the 30th percentile Improve Collective Focus on student learning from the 43rd percentile (2017) to above the 50th percentile			
<b>FISO Initiative</b>	Building leadership teams			
<b>Key Improvement Strategy 2</b>	Develop and implement a whole school professional learning plan that continues investment in leadership development and teacher capacity			
Actions	Whole school Professional Learning Plan developed			
Evidence of impact	All staff will explicitly link their Performance Plans to the AIP and Strategic Plan			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>

Whole school Professional Learning Plan developed and all staff complete their Performance Plans	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
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<b>Goal 1</b>	To enable the School Improvement Team and school leadership teams to effectively implement and monitor the School Strategic Plan.			
<b>12 month target 1.1</b>	Staff Opinion Survey Improve Collective Efficacy from the 34th percentile (2017) to above the 40th percentile Improve Teacher Collaboration from the 23rd percentile (2017) to above the 30th percentile Improve Collective Focus on student learning from the 43rd percentile (2017) to above the 50th percentile			
<b>FISO Initiative</b>	Building leadership teams			
<b>Key Improvement Strategy 3</b>	Develop and implement an organisational structure this is focused on continuous improvement			
Actions	Review and evaluate the effectiveness of the new leadership structure and the roles of the leadership team Research alternative timetable structures that would better enable the delivery of the HITS			
Evidence of impact	Leadership across the College is more effective, experienced and trained			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Research alternative timetable structures and produce a report outlining the positives and negatives of each model	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Consult with staff on the different timetable models resulting in a recommendation to the Principal Team	All Staff	<input type="checkbox"/> No	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Prepare for the implementation of a new timetable structure	All Staff	<input type="checkbox"/> No	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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<b>Goal 2</b>	To articulate and embed a model of teaching and learning to enable maximum student learning growth.			
<b>12 month target 2.1</b>	Document whole school curriculum plan Adapt the instructional model to incorporate GANAG, the 9 Instructional Practices and HITS Design and trial the Creative and Critical Thinking capability curriculum Increase all VCE study scores to at or above 26 Year 7 to Year 9 NAPLAN cohort relative growth: low growth at or below state growth benchmark (25%), high growth at or above state growth benchmark (25%)			
<b>FISO Initiative</b>	Curriculum planning and assessment			
<b>Key Improvement Strategy 1</b>	Continue to develop and implement a whole school instructional model			
Actions	Incorporate GANAG/9 Instructional Practices and HITS with the Effective Teacher Document			
Evidence of impact	An agreed upon EKC instructional model that is being implemented in the classroom			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Instructional model further developed Effective Teacher Document updated	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Instructional model implemented	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To articulate and embed a model of teaching and learning to enable maximum student learning growth.			
<b>12 month target 2.1</b>	Document whole school curriculum plan Adapt the instructional model to incorporate GANAG, the 9 Instructional Practices and HITS Design and trial the Creative and Critical Thinking capability curriculum Increase all VCE study scores to at or above 26 Year 7 to Year 9 NAPLAN cohort relative growth: low growth at or below state growth benchmark (25%), high growth at or above state growth benchmark (25%)			
<b>FISO Initiative</b>	Curriculum planning and assessment			
<b>Key Improvement Strategy 2</b>	Develop and implement a model for moderation across the college where clear protocols are developed and the process informs teacher judgment accuracy and planning			
Actions	Develop and implement a model for moderation across the college where clear protocols are developed			
Evidence of impact	All teachers involved in moderation leading to greater agreement on standards and a more consistent approach to teaching and assessment			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Moderation process agreed upon	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
All staff involved in moderating students work	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To articulate and embed a model of teaching and learning to enable maximum student learning growth.			
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<b>12 month target 2.1</b>	Document whole school curriculum plan Adapt the instructional model to incorporate GANAG, the 9 Instructional Practices and HITS Design and trial the Creative and Critical Thinking capability curriculum Increase all VCE study scores to at or above 26 Year 7 to Year 9 NAPLAN cohort relative growth: low growth at or below state growth benchmark (25%), high growth at or above state growth benchmark (25%)			
<b>FISO Initiative</b>	Curriculum planning and assessment			
<b>Key Improvement Strategy 3</b>	Continue to develop and implement agreement of what effective teaching looks like, where shared and transparent classroom practices are supported by high impact teaching strategies and peer observations			
Actions	Update the Effective Teacher Document			
Evidence of impact	Teachers adopt a more consistent approach to teaching and use their time in class more effectively			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Complete the rewrite of the Effective Teacher Document	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Effective Teacher Document agreed upon and being implemented in the classroom	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 3</b>	To develop and embed a whole school identity.
<b>12 month target 3.1</b>	Student Attitudes to School  Improve Sense of Connectedness from the 33rd percentile (2017) to the 40th percentile

	<p>Improve High Expectations for Success from the 38th percentile (2017) to the 40th percentile</p> <p>Parent Opinion Survey</p> <p>Improve Student Connectedness from the 42nd percentile (2017) to the 50th percentile</p> <p>Improve Parent Participation and Involvement from the 23rd percentile (2017) to the 30th percentile</p> <p>Improve General Satisfaction from the 21st percentile to the 30th percentile</p> <p>Staff Opinion Survey</p> <p>Improve Climate from the 57th percentile (2017) to the 60th percentile</p> <p>Attendance</p> <p>Reduce the average number of days of student absence at every year level and the school average from 18.91 days (2016) to 17 days</p>			
<b>FISO Initiative</b>	Empowering students and building school pride			
<b>Key Improvement Strategy 1</b>	Implement a school wide positive behaviour model that ensure capacity building for teachers in classroom management and student ownership and accountability for learning achievement			
Actions	Implement the SWPB program			
Evidence of impact	Teachers adopt the positive approach to dealing with students			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional</b>	<b>When</b>	<b>Budget</b>

		<b>Learning Priority</b>		
Glenn Pearsall employed as a consultant to work with teachers on their classroom practice with respect to managing student behaviour	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 3</b>	To develop and embed a whole school identity.
<b>12 month target 3.1</b>	<p>Student Attitudes to School</p> <p>Improve Sense of Connectedness from the 33rd percentile (2017) to the 40th percentile</p> <p>Improve High Expectations for Success from the 38th percentile (2017) to the 40th percentile</p> <p>Parent Opinion Survey</p> <p>Improve Student Connectedness from the 42nd percentile (2017) to the 50th percentile</p> <p>Improve Parent Participation and Involvement from the 23rd percentile (2017) to the 30th percentile</p> <p>Improve General Satisfaction from the 21st percentile to the 30th percentile</p> <p>Staff Opinion Survey</p> <p>Improve Climate from the 57th percentile (2017) to the 60th percentile</p> <p>Attendance</p>



	Reduce the average number of days of student absence at every year level and the school average from 18.91 days (2016) to 17 days			
<b>FISO Initiative</b>	Empowering students and building school pride			
<b>Key Improvement Strategy 2</b>	Plan for the extension and enrichment of highly able students, including the introduction of the Essendon High Academy in 2019			
Actions	Continue the development of the Essendon High Academy			
Evidence of impact	Bright students will be retained within and attracted to the College			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Essendon High Academy proposal finalised	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Curriculum development, staffing and timetabling completed	Teacher(s)	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

## Professional Learning and Development Plan - 2018

Essendon Keilor College (8806)

<b>Professional Learning Priority</b>	<b>Who</b>	<b>When</b>	<b>Key Professional Learning Strategies</b>	<b>Organisational Structure</b>	<b>Expertise Accessed</b>	<b>Where</b>
Cross College Staff Meeting each Term to discuss the vision, mission and values	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"/> External consultants	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Individualised Reflection		Adrian Bertolini	
Whole school Professional Learning Plan developed and all staff complete their Performance Plans	All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Communities of Practice	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Instructional model further developed Effective Teacher Document updated	Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Instructional model implemented	All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Moderation process agreed upon	All Staff	from: Term 1 to: Term 1	<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"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
All staff involved in moderating students work	All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting		
Complete the rewrite of the Effective Teacher Document	School Improvement Team	from: Term 1 to: Term 1	<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"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Effective Teacher Document agreed upon and being implemented in the classroom	All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Glenn Pearsall employed as a consultant to work with teachers on their classroom practice with respect to managing student behaviour	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants  Glenn Pearsall	<input checked="" type="checkbox"/> On-site

## Documents that support the plan

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

### Self-evaluation Summary

[EKDC Peer Review Report Final 2017.docx \(0.38 MB\)](#)