



## **Internal School Review**

**Component:** 3.1 Professional Learning and Development

- Elements:**
- Community of Learners
  - Teacher goal setting
  - Professional learning processes
  - Impact of professional learning
  - Staff engagement

**The following evidence informed the internal school review of this component:**

- |                       |   |
|-----------------------|---|
| Profile Data          | <ul style="list-style-type: none"> <li>• Evidence of study by staff, staff taking on acting roles and higher duties, ilearn reports of school professional learning and engagement</li> </ul>   |
| Process Data          | <ul style="list-style-type: none"> <li>• School rituals traditions and procedures for welcome and support of staff, teacher goal setting and performance plans, levels and types of staff engagement in co-curricular life of school</li> </ul> |
| Perception Data       | <ul style="list-style-type: none"> <li>• Parent and community feedback</li> </ul>   |
| Student Learning Data | <ul style="list-style-type: none"> <li>• Impact of major school professional learning initiatives on student learning</li> </ul>  |

Areas of Strength	Areas for Development
Professional days are offered at the beginning of each school year to all staff. 2012 – Angela Ehmer Every 3 years we gather with other schools to have professional days together.	Teachers seem to get more PD than school officers. Some school officers believe they are not getting enough PD for children with learning difficulties. (After the first discussion on this some PD was offered to School Officers)
Literacy groups PD for staff –all staff including school officers. Jo Makin for support in managing Literacy Groups. Jo also runs parent groups for literacy support.	Update new staff in PD for Literacy Groups



Curriculum planning on the portal	Regular refresher sessions on the use of school portal for new staff
<p>Personal learning goals – Tammy Mac Cartney. Assigned buddies to discuss our goals with.</p> <p>Several revisits to goals to stay on task throughout the year.</p> <p>Staff meeting – goal setting</p> <p>Online training for Easilearn</p>	More time and discussion about goals
Teachers are offered in-service through Catholic Education in iLearn. An example Positive Partnerships – Autism, four teachers attended for a four day inservice.	
Our IT administrator runs staff in-house training twice a week in IT skills and programs. Monday afternoon. Peer tutoring for other staff on various IT projects.	
Co- curricular staff engagement – afternoon in the fields, band, extravaganza	
New staff induction - new induction booklet	
Student Protection workshops for parents – these are arranged with John at times to suit.	



**Rating of Achievement for component:**

1	2	3	4	5	6	7

**Noting of Achievements for Annual Report:**

- There is a highly effective school approach to professional learning as evidenced in the workshops presented by Angela Ehmer. And Brian Tickle (Literacy and Numeracy)
- All teachers are effectively inserviced to update computer skills. (Danielle Carter)
- Most staff are actively involved in all extra – curricular activities throughout the year. E.g. Extravaganza, Afternoon in the Fields, Good Egg Day.

**Strategies for improvement:**

- More professional learning for School Officers particularly to help children with learning difficulties.
- Regular refresher sessions in the use of the school portal for all teachers and particularly new staff. This keeps everyone up with changes in the system.

**Comments on the review process:**

This year the process for validation seems to be more streamlined than previous years. Each group is made up of a representation from all parts of the school. There are fewer groups and more people in each group, giving a wider input of ideas.

Principal's Signature \_\_\_\_\_

(Date)

Area Supervisor \_\_\_\_\_

(Date)